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ABSTRACT

The reciprocal relationship between an individual's home and family life and his/her perceived work performance was studied. The sample was drawn from eight major regions of Texas and included urban, small town, and rural areas. One hundred organizations with a reputation of support for projects of this nature were contacted; 68 agreed to participate. A total of 5,243 questionnaires were sent to employers for distribution to employees, and 1,762 usable questionnaires were returned (33.6%). Follow-up personal interviews were conducted with 160 respondents. Respondents indicated relatively high levels of satisfaction with home and family life and perceived that home and family life had a positive effect on work performance. Home and family factors perceived as most satisfying and having the most positive effect on work performance were personal health and health of family members. Factors seen as least satisfying and having a more negative effect were amount of time for self and amount of free time. Respondents reported a generally high level of satisfaction with their work and indicated it had a positive effect on home and family life. Work factors perceived as most satisfying and also having the most positive effect on home and family life were friendships at work and opportunity to work independently. Work factors seen as least satisfying and having the most negative effect were opportunities for advancement, salary, and likelihood of transfer. Recommendations were made for home economics curricular emphases and potential audiences for educational programs on work/family issues. (Instruments are appended.) Numerous tables are included. (YLB)

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A Study to Determine the Relationship Between the Workplace and the Home

FINAL REPORT

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Linda R. Glosson, Project Co-Director

Anna Sue Couch, Project Co-Director

THE RESEARCH REPORTED HEREIN WAS PERFORMED PURSUANT TO A GRANT FROM THE TEXAS EDUCATION AGENCY, AUSTIN, TEXAS.

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FINAL REPORT

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A STUDY TO DETERMINE THE RELATIONSHIP BETWEEN THE WORKPLACE AND THE HOME

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The advisory committee contributed a great deal of assistance on the project. Members of the committee included:

- owner of a small business,
- educational director of a utility company,
- resource manager of a large corporation,
- vocational home economics education teachers,
- executive director of state vocational education organization, and
- university faculty.

This select committee assisted in planning the procedure of the project, developing the instruments (questionnaire and interview schedule), and drafting recommendations for dissemination and implementation of findings. Their help was invaluable.

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Associated Cotton Growers (Crosbyton)
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Baptist General Convention of Texas (Dallas)
Bethlehem Steel (Beaumont)
Big Red Bottling Company (San Antonio)
G. Boren Services (Lubbock)
Burton Auto Supply (Weslaco)
Butch's Rat Hole & Anchor Service, Inc. (Levelland)
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Family Services Association of Beaumont (Beaumont)
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Frito Lay (Dallas)
Grandpa's Catch (Weslaco)
Home Real Estate (Big Spring)
Houston Chronicle (Houston)
Isabella's Restaurant (El Paso)
K-Bob's Steak House (Levelland)
K-Mart (El Paso)
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M.D. Anderson Hospital (Houston)
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This report is dedicated to all Texas families and their employers. It is hoped that the results of this study will bring about a better understanding of the reciprocal relationship between the home and the workplace and will lead to better integration of the two.

Ginny Felstehausen, Project Director

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June 1986

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CHAPTER I

Overview of the Study

This study was designed to examine the reciprocal relationship between an individual's home and family life and his or her perceived work performance. The research is exploratory in nature and provides data which enables us to describe this relationship more fully and adequately than has been possible previously.

Increasing our understanding of the interrelationship between work and home life has the potential for strengthening all aspects of vocational education. It should lead to improvements in vocational education curricula at secondary, post-secondary, and adult levels. It should help build a better understanding of the potential benefits of vocational education to business and industry. The potential for developing vocational education offerings to be conducted at business/industry work sites also exists.

Social scientist Rosabeth Kanter (1983) asserts that, "If people matter in the productivity equation, they have to be considered as whole human beings who are affected by their quality of life in general, as well as by their specific quality of life" (p. 15). She contends that in future organizational and national policy debates concerning job performance and increased productivity, the human side of the question needs as much attention as the technical side. Vocational education should play a significant role in this quest for a balance between humanitarian interests and economic development.

Objectives

The project was conducted cooperatively by faculty and staff in Home Economics Education and the Home Economics Curriculum Center at Texas Tech University and professionals in Vocational Home Economics Education at the Texas Education Agency. The major purpose of the study was to determine the effects of home and family life on employee performance and the effects of the workplace on home and family life.

The principal objectives of the project were to:

1) Determine the effects a person's home life has on performance at the work place (gainful employment);
2) Determine the effects a person's work life (gainful employment) has on home life;
3) Determine successful ways to manage the dual role of homemaker and wage earner; and
4) Provide a list of recommendations for curricular emphases to address the project's findings.

Research Questions

The major research questions examined in the study were:

1) Are Texas employees satisfied with their home and family life?
2) Does home and family life affect an individual's perceived work performance?
3) Are Texas employees satisfied with their work?
4) Does work affect an individual's home and family life?

5) What stressful situations are present in the lives of employed individuals and how much stress do these stressors cause?

6) Are employed workers in Texas utilizing child care services? adult care services?

7) Do Texas employees find it difficult to combine work and family responsibilities?

Definition of Terms

Child Care Services - external support systems providing substitute parental care for infants, preschoolers, and primary school-aged children including licensed and unlicensed facilities.

Employee Benefits - general term used to describe any of a variety of nonwage or supplemental features or advantages that employees receive in addition to regular wages.

Home and Family Factors - specific aspects of home and family life which are potential sources of help/support or stress/conflict and which may impact work.

Household - includes all persons who occupy a housing unit. The occupants may be a single family, one person living alone, two or more families living together, or any other group of related or unrelated persons who share living arrangements.

Home Life Satisfaction - a measure of how well an individual's expectations of a pleasurable or positive emotional state is being met by various aspects of his/her home and family.

Stressful Situation - condition producing physical or mental strain.

Work Factors - specific aspects of a job which are potential sources of stress/conflict or encouragement/reward and which may impact home and family life.

Work Performance - how an employee performs on the job, such as the quality and quantity of their work and future potential.

Work Satisfaction - a measure of how well an individual's expectations of a pleasurable or positive emotional state is being met by various aspects of his/her work.

Basic Assumptions

The following assumptions were made regarding the study:

1) Home and family satisfaction and work satisfaction can be measured through scales which correspond to these concepts.
2) Individuals have an understanding of the effects of home and family life on work performance and of the effects of work on home and family life and can communicate their perceptions of these concepts through self-administered questionnaires.
3) Employees within an organization, business or institution will be able to read and comprehend questions on a paper-pencil survey form.
4) In-depth feelings and concerns regarding work/family integration and dual role management in an individual's

life cannot be measured through written questionnaires and are more successfully addressed through personal interviews.

5) The employees surveyed in the study come from diverse backgrounds and are employed in a variety of jobs in the public and private sectors of business, industry, and government. Therefore, the sample is representative of other workers in the state of Texas.

Limitations of the Study

The following limitations of the study were recognized:

1. The sample was a volunteer group comprised of those respondents willing to complete a questionnaire or participate in an interview and thus, a self-selected group. The results and conclusions of the study are based on the information provided by the responding sample and therefore may not be representative of all Texas workers. Note: To the extent that the sample was large (almost 1800) this limitation may be somewhat alleviated.

2. The instruments were completed by a single respondent. Family members were not consulted regarding their perceptions of the work/family interface.

3. Factors other than the items included in the instruments might affect home and family life satisfaction and work satisfaction.

4. The results and conclusions of the study are, at best, generalizable only to the state of Texas.

Summary

In summary, the research problem of the study was to determine the reciprocal relationship between an individual's home and family life and his or her perceived work performance. To address this problem a set of research questions was identified.

The objectives and assumptions of the study were discussed in this chapter. In addition, the variables examined in the study were defined.

Chapter II presents the framework for studying the research problem in the context of related literature. The third chapter describes the procedures which were implemented in the investigation. Chapter IV documents the research findings. Chapter V provides interpretations of the results, draws conclusions and implications from the results, and presents recommendations.

CHAPTER II

Review of Literature

Work and family are closely related. The current rise in interest in work/family issues is of critical importance because of social, educational and fiscal implications. Research done to date already indicates that a person's work affects home life. Kanter (1977), who has done extensive work in the work-family area, identified: 1) the relative absorptiveness of an occupation, 2) the time and timing of hours and schedule of job, 3) rewards and resources, 4) work view, and 5) the emotional climate the worker experiences in the job. Understanding of ways home life affects work is also needed. Such understanding would benefit both vocational education teachers and business and industry.

Understanding of the interactions between work and home life must begin with an analysis of the social changes which have precipitated many of the challenges faced by today's worker and family member. Once the myth of separate worlds is debunked, we can begin closing the gap by studying the effect of work on family life, the effect of family life on work, and the conflicts between the two.

Social Changes

Recent social changes have spurred increased interest the intersections between work and family systems in contemporary American society. The women's movement and the increase of women in the paid labor force (especially married women with children) have focused

attention on the extent to which work systems make it possible to maintain effective participation in both worlds. In 1980, 52% of all married couples were part of a dual-earner family, while 30% were in the traditional type in which the husband but not the wife is an earner (Hayghe, 1982).

The rise in the number of single-parent families has similarly directed attention to the question of bridging the two worlds. These two issues are particularly applicable in situations where individuals bear major responsibilities in both domains (working mothers or single-parent fathers).

Other recent social concerns reflect the inevitable interaction between the work place and the home. These concerns have included an increased social consciousness (pollution, executive ulcers, etc.) as well as an increased concern for quality of life, resulting in a variety of lifestyle experiments and a focus on work and leisure.

It is becoming increasingly clear that work and family lives are not easily balanced. Considerable research indicates that women who work outside the home still continue to assume the primary responsibility for homemaking (Berk and Berk, 1979) and for child care as well. These women are under stress. In a national survey during 1980, working women overwhelmingly reported that they did not have enough time to meet their home and work responsibilities (General Mills, 1981).

The Myth of Separate Worlds

Kanter describes the prevalent sociological position on work and family as a myth. She defines the "myth of separate worlds" as follows:

> In a modern industrial society work life and family life constitute two separate and non-overlapping worlds, with their own functions, territories, and behavioral rules. Each operates by its own laws and can be studied independently. If events or decision in one world (such as wages awarded a worker) enter the other, they enter in the guise of external (and hence, often extraneous) variables but are not an intrinsic part of the operation of that world. They help shape a context, but little more. (p. 8)

Few researchers have looked for connections between these two worlds. In fact, separation of the occupational and family sectors of society came to be considered, by modern Parsonian (1949) theory as well as conventional wisdom of the post-World War II period, essential to the smooth functioning of each institution and thus to the integration of society as a whole.

Kanter (1977) points out that both early and recent studies have found that people tend to deny the connections between work and family. In addition, the absence of research in this area is to large extent due to the specialized orientations of the social sciences. Sociologists tend to study individual institutions, while psychologists specialize in institutional branches. Furthermore, the emphasis of sociologists has tended to be on structure rather than on process and sets of activities. Social psychologists have studied groups within organizations, but have avoided family issues.

The thrusts of psychology and sociology in the past have been confined to the idea of socialization to childhood. Only recently has there been an upsurge of interest in "adult development." Kanter (1977) points out that research is needed to determine the role of occupations as socializers--"not just with respect to the occupation itself or to an organization, but also with respect to the occupation itself or to an organization, but also with respect other roles and relationships, as in the family." In addition, family relations may have parallel socialization functions which affect the work place.

Other deterrents to the study of the impact of socializing experiences from one setting to another according to Kanter (1977) include the general acceptance of role theory and the emphasis on quantitative research. Role theory operates on the premise that roles are situationally determined and that, if situation making conflicting demands can be segregated, adults are capable of playing a variety of roles. Little concern has been given to the transfers between roles: how performance in one may affect, condition, or shape performance in another.

Kanter (1977) points out that the notion of role <u>conflict</u> has the potential for beginning to link systems. However, the myth of separate worlds has led to the implication in research that work-family role conflicts exist only for women.

The problem of quantitative research according to Kanter (1977) is that it tends to look for association between variables measures at only one point in time. These associations are often based on self-reports in surveys, with the nature of the intervening links left to speculation rather than direct measurement or observation.

Variations exist in the degree of work-family connectedness. Individual preferences for separation or integration of work and family vary. However, work has strong influences on family life. It is a dominant constraint on family life as well as a source of economic and personal sustenance.

Effect of Work on Family Life

Work can have a variety of effects on family life. As Wilensky (1961) pointed out, "occupational cultures (rooted in common tasks, work schedules, job training, and career patterns) are sometimes better predictors of behavior than both social class and pre-job experience."

Several aspects of the structure and organization of work life have been identified as important in shaping and influencing family systems (Gerstl, 1961; Rapoport and Rapoport, 1965; Parker, 1967; Aldous, 1969). The first aspect is the relative absorptiveness of an occupation. Absorptiveness refers to the extent to which the job affects other family members. The second aspect is time and timing. This aspect is concerned with the effect of work hours and schedules (daily, monthly, and yearly rhythms including the timing of major work history events). Another aspect involves the rewards and resources provided by the occupation. The fourth aspect is the cultural dimension of work. This refers to the role of occupations as socializers and teachers of values. The last dimension is the emotional climate of work. This is the aspect of the job that determines how the worker feels about him or herself.

One can hypothesize that the extent to which an occupation absorbs or consumes an individual's time, energy, and attention is a critical issue. Occupations vary in how absorptive they are. Some jobs involve rather little of the person, are performed mostly for the salary, and affect only a small portion of life off the job. Such jobs are relatively nonabsorptive. For jobs of this type, the work and family life of the workers are likely to be separate. Other jobs demand a great amount of time, energy, involvement, and commitment. These jobs are highly absorptive. Occupations that are highly absorptive tend to define the context of family life. Such jobs may take over the worker's life and may involve the rest of the family to the extent that they have to organize their lives around the demands of the highly absorptive job.

The amount of time an occupation demands, as well as the timing of those work hours, are direct ways that work enters and shapes family life. The number of hours worked influences the time available to nurture family relationships and attend to the tasks involved in maintaining a family system. The timing of work hours can also influence family processes, especially in the areas of communication and interaction. The implications of timing as a potential source of conflict were underscored by Nock and Kingston (1984) in their finding that a significant number of couples with preschool children reported a considerable amount of off-scheduling (time when one spouse was at work and the other was at home).

The rewards an occupation offers are important for their exchange value in linking work to family life. Rewards may be material or psychic in that they offer income and/or prestige. However, salary

received from a job is one tangible reward that may either constrain or enhance family life. The amount of money the family has to live on can determine the level of tensions in the family, as well as the relative power of family members (Kanter, 1977).

The outlook on the world generated by the culture of an occupation is another way in which work can influence family life. Occupations teach values that workers take home and incorporate into their overall behavior. For example, childbearing values and standards can be influenced by different occupational situations (Miller and Swanson, 1958; Kohn, 1969).

The last way that occupations affect and influence the family is through what Kanter called the emotional climate of the job. This is the aspect of the job that determines how the workers feels about him or herself. The set of feelings caused by the experiences on the job are brought home and affect the "tenor and dynamic of family life" (Kanter, 1977).

Effect of Family Life on Work

Very little research has been done to determine the effects of family life on work. In many ways, the myth of the "good worker" prescribes that work should not be affected by extraneous matters, including the family. And, traditionally the family has accommodated to work demands. However, Kanter (1977) has proposed that the family does impact work and cites research to support the following premises: 1) Family cultural traditions may be strong enough to shape family members' decisions about their relation to work and to enable them to resist pressures generated by workplaces. 2) Personal relations

can influence economic and occupational life in situation where family connections define work relations. This is most likely to be true of the American aristocracy and of entrepreneurs operating within family firms. 3) A family's emotional climate and demands affect its members as workers. For example, family situations can define work orientations, motivations, abilities, emotional energy, and the demands people bring to the work place.

Nieva (1985) noted that the influence of family on work has been largely a matter of concern for three groups: Women with families (because women's primary responsibility for the home suggests that work for her should give way), dual-career families, and the military (because the institution is so totally absorptive of its members families). However, it is important to investigate how family situations, emotional climates, culture and traditions, resources, and economic possibilities affect work situations, successes, and orientations for all types of family units in a variety of occupations.

Conflicts Between Work and Family Life

An examination of the literature on conflict between work and family roles (Greenhaus and Beutell, 1985) suggests that the basis for work-family conflict is usually time, strain, or behavior. Voydanoff and Kelly (1984) suggest a fourth source of strain: economic.

Conflict occurs when the time devoted to the requirements of one role make it difficult to fulfill requirements of another. Greenhaus and Beutell (1985) reviewed a number of studies reporting time-based conflict. Work schedules, work orientation, marriage, children, and

spouse employment patterns may all produce pressures to participate extensively in the work role or the family role. Conflict is experienced when these time pressures are incompatible with the demands of the other role domain.

Voydanoff and Kelly (1984) identified demands associated with time shortage as being a female working parent, the presence of preschool and school-age children, experiencing three or more important family changes, a wife with higher occupational status than her husband, and work hours and scheduling. Resources for coping with time demands included high income, job satisfaction, not marrying early, and an apparent ability to arrange time for family activities.

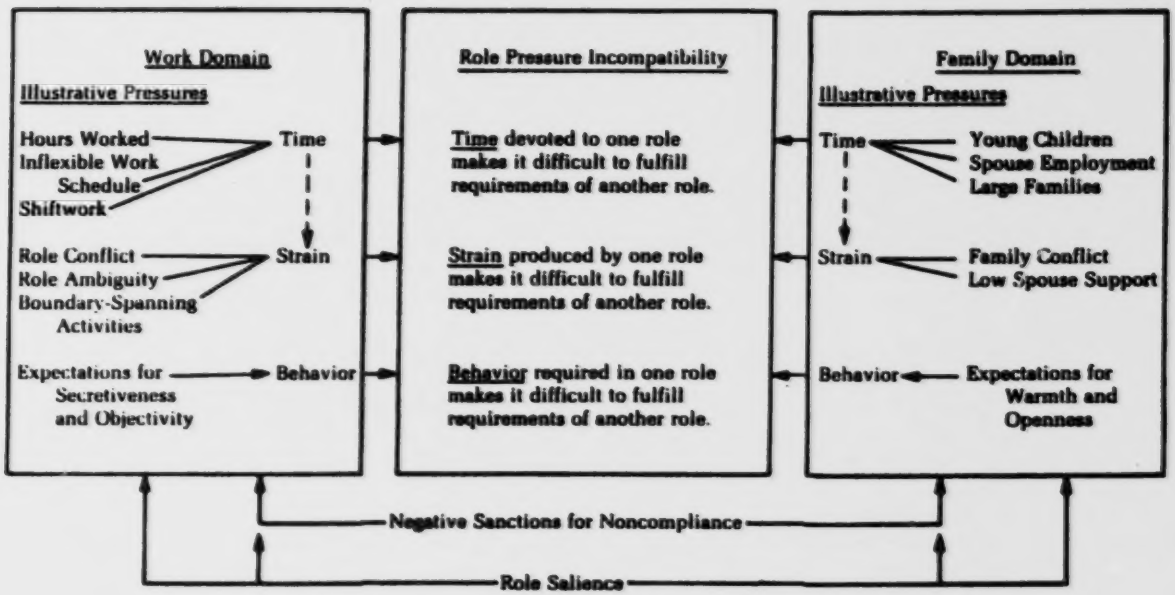
The second form of work-family conflict reviewed by Greenhaus and Beutell (1985) is role-produced strain. Strain-based conflict exists when strain in one role affects one's performance in another role. Any work or family role characteristic that produces strain can contribute to work-family conflict. Work-related sources of conflict include role conflict, role ambiguity, and boundary-spanning activities, as well as the factors which create time-based conflict result in strain. Family-related sources of strain include family conflict and low spouse support.

When the specific behaviors required by one role make it difficult to fulfill the requirements of another, a third type of conflict occurs. While Greenhaus and Beutell (1985) were unable to identify empirical research that directly assesses the prevalence of behavior-based conflict, they did note conclusions of several authorities indicating that such conflict may indeed exist. Differences in behavior

expectation in the work and family domains were identified as being particularly acute at the managerial level. In the work place, managers are rewarded for secretiveness and objectiveness, while in the family setting, the expectation is for warmth and openness.

Greenhaus and Beutell (1985) incorporated the findings of their review of literature into a model of work-family conflict. Their model is presented below.

Figure 1
Work-Family Role Pressure Incompatibility



An additional source of work-family conflict is identified by Voydanoff and Kelly (1984). Their description of income inadequacy might be termed economic-based conflict. In the Voydanoff and Kelly study, family-related demands associated with income inadequacy included experiencing at least three important life or family events (such as divorce, birth of a child, and major expenses like college tuition) in the past year, having an unemployed spouse, and being a female single-parent earner. A longer length of time between marriage and the birth of the first child also contributed to lower levels of income inadequacy. Income-producing resources and barriers included education, job tenure, husband's relative occupational status, race, and being in the service sector.

Summary

The relationship between work and family is a highly complicated one. Both work and families are social and economic systems that are inextricably tied. There may be differences in the degree of connectedness between family and work, however few social scientists today would deny that this strong link between the two does exist.

Although successful linking of work and family is central to meeting the challenges of life in the late 1980's and beyond, there is only limited research that has considered the behavior and experiences in both work and family situations. There is evidence of a need to focus on this relationship from both directions: the impact of work on home and family life and the impact of home and family on work.

CHAPTER III

Research Methods and Procedures

The major purposes of the study were to determine the perceived effect of home and family life on work and to determine the perceived effect of the workplace on the quality of home and family life. The research problem as discussed in Chapter I focuses on a current concern which was investigated through the survey method. In-depth work/family information was later obtained through structured interviews in an attempt to describe more adequately the nature of the reciprocal relationship between the workplace and the home. Emphasis was placed on Texas employees. This chapter is divided into six sections and includes information on the following: 1) the sample; 2) the instruments; 3) pilot study; 4) interview training sessions; 5) data collection; and 6) analysis of data.

Sample

The population of interest for this study was composed of male and female employees in Texas. The sample was drawn from eight major geographic regions of the state and included urban, small town, and rural areas; small, medium and large public and private companies, agencies, and organizations; and a variety of occupational areas and levels of responsibility. Figure 2 shows the primary location of agencies, companies and institutions participating in the study.

Because of the nature of the study, it was concluded that it would be difficult to obtain a random sample of Texas companies, agencies and organizations. Therefore, only organizations with a reputation of support for projects of this nature were contacted. Of the 100 public

FIGURE 2

Major Locations of Companies, Agencies, and Institutions Participating in the Work/Family Study

and private companies, agencies, and organizations contacted, 68 agreed to participate in the study. (Complete list of participating companies can be found on pages v and vi of the acknowledgement section of the report.)

A total of 5,243 questionnaires were mailed in bulk to personnel directors, managers, presidents or superintendents of participating organizations for distribution to employees. Of that total, 1,794 questionnaires were returned by employees, representing a 34.2 percent return rate. However, only 1,762 (33.6%) were usable. Only those questionnaires that were sufficiently completed by the respondents and were completed by residents of Texas were considered usable for this study.

A mini-sample of 160 employees were selected from the study sample to participate in follow-up personal interviews. The interview sample of 722 employees initially consisted of a self-selected group (i.e. those returning a questionnaire who also indicated an interest in being interviewed.) The final interview sample of 160 employees represented a diverse group of respondents from eight major geographic regions of the state. Interview sites are identified in Figure 2.

Employee Characteristics

Information was obtained regarding gender, age, ethnic background, marital status, level of education, total family income, total number of persons living in household, and number of children under the age of 18 living in household. These demographic data enabled us to better understand and interpret the results and allowed us to draw more accurate conclusions relevant to the sample from which the data were collected. Table 1 gives a profile of the Texas employees included in the Work/Family Study and summarizes the demographic data.

Table 1

Work/Family Study Respondent Characteristics

	Frequency	Percentage
Gender		
Male	768	43.7
Female	989	56.3
N = 1757		
Age		
Arithmetic Mean = 37.6 years		
Range is from 17 to 63 years		
Standard Deviation = 10.8 years		
N = 1556		

Race or Ethnic Background	Frequency	Percentage
White	1152	66.0
Hispanic	429	24.6
Black	128	7.3
Pacific Islander	5	0.3
Asian	18	1.0
American Indian	13	0.7
N = 1745		

Table 1 continued

Marital Status	Frequency	Percentage
Never Married	267	15.2
Married	1226	69.6
Separated	41	2.3
Divorced	182	10.3
Widowed	33	1.9
Other	12	0.7

N = 1761

Highest Level of Education	Frequency	Percentage
Grades 1-8	50	2.9
Grades 9-11	72	4.1
High School Diploma or GED	286	16.3
Some Education or Job Training after High School	609	34.7
Bachelor's Degree	380	21.7
Graduate or Professional Education	357	20.4

N = 1754

Table 1 continued

Employment Classification According to Job Title	Frequency	Percentage
Professional	438	25.6
Management	466	27.3
Clerical/Technical	395	23.1
Skilled Manual	167	9.8
Semi-Skilled Manual	103	6.0

N = 1710

Family's Total Income Per Year	Frequency	Percentage
Less than $5,000	26	1.5
$5,000 to $7,499	28	1.6
$7,500 to $9,999	44	2.5
$10,000 to $14,999	147	8.5
$15,000 to $19,999	158	9.1
$20,000 to $24,999	205	11.8
$25,000 to $34,999	306	17.7
$35,000 to $49,999	344	19.9
$50,000 or more	472	27.3

N = 1730

Table 1 continued

Total Number of Persons Living in Household	Frequency	Percentage
1	205	11.6
2	515	29.2
3	345	19.6
4	398	22.6
5	178	10.1
6	48	2.7
7	20	1.1
8	10	0.6
9	3	0.2

N = 1762

Arithmetic Mean = 3.0

Number of Children in Household	Frequency	Percentage
0	786	44.6
1	359	20.4
2	404	22.9
3	151	8.6
4	42	2.4
5	12	0.7
6	8	0.5

N = 1722

Arithmetic Mean = 1.08

Male and female employees were not equally represented in the study. There were 768, or 43.7%, male employees and 989, or 56.3%, female employees. The arithmetic mean age of the sample was 37.6 years with an age range from 17 to 63 years.

Approximately two-thirds of the responding sample were White (1152 employees). Another one-fourth was Hispanic (429). Blacks comprised 7.3%, or 128, of the sample. American Indians, Asian and Pacific Islanders accounted for the remaining 36 or 1.3% of the group.

Over two-thirds of the respondents were married (69.9% or 1226 employees). Over half of the sample had children under 18 years of age living in their household with the average household size being 3.0 individuals. Of this group, 379 indicated they had children under five years of age. There were 455 respondents with children ages 6 to 12 years, and 381 with children ages 13 to 18 years. An additional 207 men and women in the study had children over 18 years of age. The average total family annual income was close to $25,000 although it was not possible to determine an exact figure because of the nature of the question.

Of the total sample, more than one-half had received some education or job training beyond high school. Another one-fifth of the group had completed a baccalaureate degree from a four year college or university and another 20% had graduate or professional education.

Representativeness of the Responding Sample

The participating sample was examined to determine whether or not it was a representative cross-section of Texas employees regarding sex, ethnic group, marital status, mean number of persons per household, and annual family income. A comparison was made between the participating sample and data from the 1980 U.S. Census Report for Texas to determine the representativeness of the sample regarding specific indicators and is reported in Table 2.

Table 2

Comparison of Respondents with Texas Population

Population	Texas Census	1986 Work/Family Project
Sex[a]		
Males	49.2%	43.7%
Females	50.8	56.3
	N = 1757	
Race/Ethnic Group[a]		
White	65.8%	66.0%
Black	11.9	7.3
Hispanic	21.0	24.6
Other	1.3	2.0
	N = 1745	

Table 2 continued

Marital Status[b]		
Never Married	25.8%	15.2%
Married	57.3	69.6
Separated	2.6	2.3
Divorced	8.0	10.3
Widowed	6.2	1.9
	N = 1761	
Annual Family Income[b]	$24,784	$25,000
	N = 1730	
Mean Number of Persons[b]		
Per Household	2.75	3.0
	N = 1762	

a 1980 U.S. Census (Texas)

b 1985 U.S. Census Bureau Current Population Survey (Texas)

Instruments

A literature search did not reveal instruments appropriate to the nature of the study and population of interest. No single instrument was located to measure the reciprocal nature of the work/family interface nor was of appropriate length for the type of population under consideration. Therefore, with the recommendation of the advisory committee, it was determined that a researcher-developed questionnaire was needed. Time and ease of administration were identified as important factors in developing a suitable instrument for the specified population.

Work, Home and Family Questionnaire

Developed by the researchers, WHF (Work, Home and Family Questionnaire) is a self-report instrument for adult individuals employed full or part-time. The items are conceptually grouped into four major sections: personal and family data, stress factors, work hours and scheduling, and conditions relating to work and family environments. The initial selection of items for WHF was guided in part by a number of family and work environment scales and inventories.

The Family Inventory of Life Events and Changes Scale (FILE) by McCubbin, Patterson, and Wilson (1981) provided a guidelines in developing a shortened list of 12 common stressors in an individual's personal and/or family life. The "yes" or "no" self-report format of FILE was modified to include a semantic differential scale after each

item to indicate the degree of stress the situation caused if the checked response was "yes." In addition to the 12 specified stressors, two spaces were provided for additional write-in responses. A global question on the overall degree of stress concluded this section.

The section related to work hours and scheduling represented a modification of several questions from the 1977 Quality of Employment Survey, the latest in a series of three national surveys of American workers conducted by the University of Michigan's Institute for Social Research. In the WHF, respondents were asked to indicate for each employed person in the household the number of days and hours worked per week, the starting and ending time of the work day, and whether or not they worked a second job. Respondents were also asked to indicate job titles. This data was later coded using a six-category modification of Hollingshead's occupational-status scale. (Bonjean, Hill & McLemore, 1967, p. 442).

The last section of the instrument relating home and family and work factors was developed by identifying those variables most frequently cited in the literature as important to a supportive family and work environment. The literature and instruments of Hamilton McCubbin, David Olson, Joan Patterson, and Rudolph Moos were particularly important in guiding the development of these scales. In the WHF, respondents indicated on a 7-point semantic differential scale from "very satisfied" (7) to "very dissatisfied" (1) their level of satisfaction with 28 specific home and family factors. Similarly, on a scale from "very positive" (7) to "very negative" (1), respondents indicated their perception of its effect on their work performance. Likewise, in the second part of this series, respondents indicated on a 7-point semantic differential scale their satisfaction with 22 specific

factors related to the work environment and the effect they perceived each factor to have on the quality of their home life. The Work Environment Scale (WES) by Rudolph Moos and Paul Insel (1981) was used extensively in developing the work factor scale in the WHF.

In addition to the individual factors, respondents were asked to give an overall rating of satisfaction with their home and family life and an overall satisfaction rating with their work. Likewise, they were asked to report the overall effect of their home life on their work performance and the overall effect of their work on the quality of their home life. Finally, a global question, "How difficult is it for you to combine work and family responsibilities?" was included as a summary item.

Prior to the pilot study, the instrument was reviewed by a panel of experts comprised of business-persons, vocational education teachers, family and business management theorists and researchers, cooperative extension agents, personnel managers, and custodial, clerical, and grounds maintenance staff at Texas Tech University. Comments from the panel were considered in rewriting items as well as in eliminating and adding specific items. In an attempt to increase accuracy, a checklist format was replaced by a series of 7-point semantic differential scales. To simplify the questionnaire, the multiple-choice items on work hours and scheduling were reduced to a chart format.

Work, Home and Family Interview Schedule

A semi-structured interview schedule was developed by the researchers to more adequately address the research problem. It was

anticipated that data collected through a mini-sample of personal interviews in conjunction with the extensive questionnaires would allow a more comprehensive investigation of the diverse, sometimes sensitive nature of work/family issues.

The 23-page interview booklet was developed in conjunction with the WHF questionnaire. The main instrument sections were as follows:

a. Child Care. Information was collected about the ages of children living in the household and types of care services used, if any.

b. Work/School Interface. This section was designed to determine the degree of difficulty in combining work responsibilities with those of maintaining contact with the school and supervising the education for children ages 5-18 years.

c. Family Background. Information was gathered about the respondent's date of birth, length of residency, national origin and country/state where primary and secondary education was received.

d. Work History. This section sought information about previous enrollment in vocational education programs, parents' occupations, and current jobs. Information about the nature of their hours, work schedule, and overtime was also requested.

e. Social Support Network. Information was obtained about sources of support in times of stress and how that support network was used.

f. Role Salience. This section identified the importance of certain roles in the respondent's life and the degree of conflict, if any, between those roles.

g. Diversion of Household Tasks. Data on how household jobs were divided among family members or hired help and the overall satisfaction with the current management of these tasks were gathered in this section.

h. Work/Family Interface. Respondents were asked general questions about their work, how working affects their relationship with family members and friends, how work most positively/negatively affects home and family life, and how their home and family life most positive/negatively affected their work. Respondents also answered several questions regarding employer-sponsored benefits and services.

Several instruments guided the development of the 120-item interview schedule. A modified version of a social support inventory developed by Jane Cardea (1983) was used to glean data about the respondent's social network and types of behavioral exchanges sustained in each relationship. The respondent was asked to identify individuals who met the following criteria: 1) the person was known by name; 2) the individual was known personally; 3) the person was liked; and 4) the person was seen at least once a year. The respondent was then asked to identify the kinds of support given by each of the individuals. Responses were later coded into eight categories: 1) Money - to receive money in the form of change, bills, checks or use of credit card; 2) Affection - to receive expressions of affection, verbally or nonverbally (e.g. hug, kiss, shared confidence or secret, person remains near you); 3) Opinion - to receive opinions about weather, other people, sports, politics, opinions do not have to related to person or self; 4) Activity - to do things (activities) together; 5) Goods - to receive some

tangible items such as fruit, a meal, a tape or record, clothing or presents of any kind; 6) Information - to receive factual information; 7) Evaluation - to receive positive or negative feedback or something you are doing, thinking or feeling; and 8) Comfort - to receive sympathy or comfort when something has upset you.

Items based on a modification of the Social Support Index by McCubbin, Patterson, Rossman and Cooke (1982) were developed to supplement the previous social support items.

The development of the household division of labor scale was guided in part by the Alley's (1982) Family Responsibility Index designed to assess a spouse's degree of behavioral participation in 54 specific tasks divided among 10 areas of typical family responsibilities. The instrument used in this study is designed to also include individuals who are not married. In addition to the listing of specific tasks, questions are included to assess the degree of overall satisfaction with the current division of responsibilities in the 9 areas included in the interview schedule.

Reliability of Work, Home and Family Questionnaire

Internal consistency measures, namely Cronbach's Alphas, were calculated for the following sub-scales of the WHF questionnaire: Home and Family Life Satisfaction, Effects of Home on Work Performance, Work Satisfaction, and Effects of Work on Home Life. The SPSS-X computer program RELIABILITY was used to evaluate the four multiple-item additive scales.

The reliability coefficient scores all of which were very high are shown in Table 3.

TABLE 3

Sub-scale Reliability Coefficient Scores
for Work, Home and Family Questionnaire

Sub-scale	Cronbach's Alpha
Home and Family Life Satisfaction	.96
Effect of Home on Work Performance	.98
Work Satisfaction	.95
Effect of Work on Home Life	.96

The Cronbach's Alphas when computed on the original questionnaire had been somewhat lower: .89 for home and family life satisfaction, .94 for effect of home on work performance, .93 for work satisfaction, and .94 for effect of work on home life. Refinement of the instrument improved reliability.

Pilot Test

A pilot study was conducted to provide data on the validity and reliability of the Work, Home and Family questionnaire and interview schedule.

Three sites in the city of Lubbock, Texas were selected for the pilot study. The participating groups included Breakthrough of First United Methodist Church, a singles group which meets regularly for

social and educational programs; Children's Learning Center I and II, two day care centers; and Fabit, a small company specializing in waste disposal. A total of 50 employees completed questionnaires.

Telephone contacts were made with the group leader and employers of the identified organizations. The purpose of the study was explained and the nature of the questionnaire was described in detail. All organizations contacted agreed to participate.

Except for the Breakthrough group, questionnaires were given to each of the contact persons to distribute to their employees in early December. Because of the informal nature of the Breakthrough activities, the researcher distributed the questionnaire prior to a meeting. Participants had an opportunity to ask questions and make comments on the instrument. Participants were given the option of either returning the completed questionnaire that evening or mailing it to the Project staff in a self-addressed, postage-paid envelope. Arrangements were made with the employers of the other organizations to collect the completed questionnaires and return them in bulk to the Project staff.

Analyses indicated the pilot study was well-represented by male and female, single and married, Black, Anglo, and Hispanic, and management and non-management employees. One of the purposes of the pilot study was to determine whether the identified "home and family factors" measured the construct of home life satisfaction and, likewise, whether the "work factors" measured the construct of work satisfaction. Internal consistency of the instrument was determined using Cronbach's Alpha for four sections of the questionnaire and was reported earlier in this chapter.

Several conclusions drawn from the findings of the pilot study further guided the refinement and administration of the instrument to the research sample. To simplify the responses and shorten the length of the questionnaire, the item relating to persons living in the household was changed from a six-part to a two-part question.

The interview schedule was piloted using several employees at Texas Tech University. Based upon the recommendations of the pilot study and panel of experts, several changes were made to increase the clarity of the questions and simplify the format. A semantic differential social support scale was eliminated and replaced by open-ended questions.

Interview Training Session

Two training sessions were held in early April and in early May to acquaint interviewers with the Work, Home, and Family interview schedule and with correct procedures for conducting personal interviews. Sixteen interviewers throughout the state (Dallas, Houston, Lubbock, El Paso, McAllen, Austin, Beaumont, and San Antonio) were employed by the Project. The interviewers consisted of graduate students at several major Texas universities and full and part-time professionals in a variety of occupations.

Each interviewer attended one of two six-hour training sessions held at Texas Tech University, Lubbock. The program for the training session included the following: 1) overview of the Project, 2) description of the interview schedule, 3) complete videotape of an actual interview, 4) interview and recording techniques, 5) facilitated videotaped practice session with group feedback, 6) interrater

reliability session, and 7) distribution of materials. Dr. Gwen Sorell, assistant professor in Human Development and Family Studies at Texas Tech, presented information on interview and recording techniques. The training sessions were conducted by the Project director, co-directors and graduate assistant.

One week following the training session, interviewers were instructed to place a collect call to one of the project directors to report on their progress. Copies of correspondence and hand-outs are included in Appendix E.

Data Collection

Preliminary contacts were made with personnel directors, presidents, managers, and superintendents of companies, agencies, and organizations beginning in late December. Letters were initially mailed describing the nature of the study and type of employer involvement needed. A sample copy of the piloted questionnaire was included. Copies of correspondence and the original questionnaire are included in Appendix D.

Several telephone calls frequently were necesasry as follow-up to the initial letter and questionnaire. Upon agreeing to participate, information on the number of questionnaires needed for distribution and method of returning was specified.

Contact persons within participating organizations were sent bulk mailings of questionnaires in early March. Questionnaires with attached reply envelopes were to be distributed to a cross-section sample of

employees within each organization, management as well as non-management level employees. A majority of the organizations agreed to collect the completed questionnaires in sealed envelopes at a central location at the worksite and then mail them in bulk in a self-addressed, postage-paid envelope to the Project staff. This was the preferred procedure in an effort to remain within budgetary guidelines. Several organizations, however, requested that the questionnaires be mailed directly to the Project staff. Therefore, self-addressed, postage-paid envelopes were attached to these questionnaires.

A cover letter addressed to the contact person accompanied each bulk mailing of questionnaires. The letter outlined the procedures for distributing and collecting the questionnaires and specified a return date. Reminders to complete the questionnaires were included with the cover letter. It was recommended that these be posted at prominent locations at the worksite. Furthermore, contact persons were encouraged to attach their own cover letters to the questionnaires to facilitate distribution and collection.

Additional bulk mailings of questionnaires were made in late March and in May. These were the result of additional requests from companies interested in participating in the study.

A return rate of 33.5 percent of the accepting sample was obtained by late April. A follow-up letter was sent to the participating organizations on April 30 with a second reminder for employees to return their questionnaires. However, the response rate remained relatively unchanged. Only five additional questionnaires were returned. Thus, the research sample consisted of 33.6 percent of the original population with a total of 1,762 respondents.

Project staff recorded the names, addresses, and telephone numbers of respondents who indicated interest in being selected for follow-up interviews. Of the 1,762 questionnaires returned, 41 percent of respondents expressed a willingness to participate in the follow-up study. Names were compiled according to major cities. Information on potential interviewees was given to appropriate interviewers at the training sessions.

Each interviewer selected approximately 13 individuals from his/her region to be interviewed. The sample was to represent a diversity of employees with regard to sex, ethnic group, age, marital status, ages of children, and job title.

Potential interviewees were contacted initially by telephone to request participation in the second phase of the study. A time and location for the interview were arranged. Many interviews were conducted at the worksite after interviewers obtained permission from several participating companies to use their facilities. Following a semi-structured interview schedule (booklet) each one-hour interview was completed in written form. In addition, the interviews were tape recorded. Texas Tech University-approved consent forms were signed preceeding the interviews. As a way of saying "thank you," small notepads with the Project name and logo were given to each respondent participating in an interview.

A total of 160 interviews were conducted. Copies of correspondence and research instruments are available in Appendices B, C, and E.

Analysis of Data

The summary statistics and analyses used to answer the research questions were calculated through use of the Statistical Package for the Social Sciences (SPSS-X). Programs were run at the University Computing Center, Texas Tech University.

Frequency counts and percentages were tabulated for the demographic characteristics. These characteristics included gender, age, ethnic group, marital status, level of education, employment classification, income, persons living in household, children in household, and age of children. These calculations permitted adequate description of the data-producing sample.

Mean scores were calculated for home and family life and work factors in relation to the following: home and family life satisfaction, work satisfaction, effect of home and family life on work performance, and effect of work on quality of home life. In addition, analysis of variance was used to test observed differences between the four dimensions and selected demographic variables including gender, ethnic group, marital status, level of education and income. Only those factors at the .05 level of significance or below were reported. Frequencies and percentages were tabulated for additional demographic variables including stress and child and adult care.

Factor analysis was performed to reduce data by grouping variables that were correlated with each other. Sets of items relating to home and family life satisfaction, work satisfaction, effect of home and family life on work performance and effect of work on quality of home life were factored out to three to five dimensions.

Data from personal interviews was analyzed and reported both quantitatively and qualitatively. Frequency distributions and percentages were determined for the nominal data. Content analyses were performed to examine the narrative portions of the interview schedule.

Summary

This chapter outlined the design, methods and procedures for the study. The data-producing sample consisted of 1,762 employees from companies, agencies, and organizations from eight major regions throughout Texas. Data were collected by a questionnaire and interview schedule developed by the researchers. Questionnaires were mailed in bulk to contact persons within participating organizations and distributed to employees. The Work, Home, and Family questionnaire was developed to collect data on stress factors, work hours and scheduling, and conditions relating to family and work environments. Demographic data including gender, age, ethnic group, marital status, level of education, income, occupational category, and other personal and family variables were collected to describe the sample. In-depth semi-structured interviews were conducted by trained interviewers in each of the eight major research sites.

Questionnaire data were examined using a variety of procedures including frequency distributions and percentages, comparison of mean scores, analysis of variance, and factor analysis. Interview data were examined by descriptive statistical techniques and content analysis.

CHAPTER IV

Results of the Study

This chapter reports the findings of the study to determine the relationship between the workplace and the home. The major purposes of the study were to determine the effect of the quality of home life on employee performance and the effect of the work place on the quality of home life. Data related to the following specific objectives are reported in this chapter:

1) To determine the effect a person's home life has on performance at the work place (gainful employment)
2) To determine the effect a person's work life (gainful employment) has on the quality of home life; and
3) To determine successful ways to manage the dual role of homemaker and wage earner.

Effect of Home Life on Work Performance

The respondents were asked to indicate on a 7-point scale of "very satisfied" to "very dissatisfied" the level of satisfaction relative to 28 factors related to home and family life. Similarly, respondents were asked to indicate on a 7-point scale of "very positive" to "very negative" the level of effect of home and family life on work performance for each of the 28 factors. The responses to this portion of the questionnaire are summarized in Tables 4 and 5.

Table 4 shows that respondents were generally satisfied with their home and family life as indicated by the relatively high mean scores of the 28 individual factors. Likewise, when asked the question, "Overall,

Table 4

Satisfaction with Home and Family Life[a]

Factor	N	Mean[b]
Personal health	1713	5.70
Health of family members	1625	5.70
Emotional support from friends	1589	5.55
Emotional support from children	1131	5.55
Amount family members express affection	1580	5.54
Child care arrangements	587	5.52
Children's school performance	896	5.44
Emotional support from spouse	1290	5.42
Emotional support from relatives	1507	5.37
Family member's personal habits	1361	5.37
Emotional support from church	1170	5.37
Household equipment	1672	5.37
Quality of family's diet	1588	5.31
Family "togetherness"	1586	5.31
Children's behavior	1016	5.28
Family's ability to resolve conflict	1552	5.22
Housing	1707	5.14
Communication among family members	1578	5.13
Division of parenting responsibilities	1040	5.13
Method of handling money	1715	5.06
Sense of control over life events	1689	5.01
Division of household duties	1542	4.95

Table 4 continued

Factor	N	Mean[b]
Family schedule	1476	4.84
Services from community resources	743	4.74
Time together as a family	1560	4.71
Total family income	1718	4.46
Amount of recreation/free time	1717	4.42
Amount of time for self	1728	4.36

a Factors included in table are statistically different at $\leq .05$.

b 7-point scale

Table 5

Effects of Home and Family Life on Work Performance[a]

Factor	N	Mean[b]
Personal health	1672	5.59
Health of family members	1595	5.51
Emotional support from spouse	1279	5.47
Emotional support from children	1123	5.47
Child care arrangements	606	5.46
Emotional support from friends	1557	5.45
Amount family members express affection	1537	5.43
Children's school performance	897	5.40
Family members personal habits	1332	5.34
Emotional support from church	1149	5.34
Emotional support from relatives	1479	5.32
Children's behavior	1013	5.27
Family "togetherness"	1545	5.25
Quality of family's diet	1544	5.24
Household equipment	1628	5.20
Division of parenting responsibilities	1015	5.17
Housing	1677	5.17
Family's ability to resolve conflict	1519	5.17
Communication among family members	1534	5.12
Method of handling money	1658	5.03
Division of household duties	1504	4.99
Sense of control over life events	1636	4.93

Table 5 continued

Factor	N	Mean[b]
Family schedule	1442	4.90
Time together as a family	1524	4.85
Total family income	1692	4.78
Services from community resources	732	4.78
Amount of recreation/free time	1675	4.60
Amount of time for self	1684	4.53

a Factors included in table are statistically different at < .05.

b 7-point scale

how satisfied are you with your home life?" the respondents indicated a high level of satisfaction. The mean score of the global satisfaction question for 1730 respondents was 5.43 on a 7-point scale with over three-fourths of the sample answering on the satisfied end of the scale.

As shown in Table 4, respondents also perceived the effect of home and family life on work performance to be positive. Again, this perception was confirmed by the global question: "Overall, what effect do you think your home life has on your work performance?" Results were only slightly less positive (than the satisfaction question) with a mean score of 5.36 for 1704 respondents with 72.8% answering on the positive end of the 7-point scale.

Respondents indicated the highest degree of satisfaction with health factors of home and family life: personal health and health of family members. Likewise, these two factors were perceived as having the most positive effect on work performance. Six other factors perceived as most satisfying and having the most positive effect of work performance were emotional support from friends, children and spouse; amount family members express affection; child care arrangements; and children's school performance. Although there was a commonality in the two lists, the rank order was slightly different as shown in Tables 4 and 5.

There was a similar consistency at the lower ends of the home and family satisfaction and effect on work performance lists. The two factors related to time, amount of time for self and amount of recreation/free time, were perceived as least satisfying and as having more negative effect on work performance. Six other factors perceived

as being less satisfying and also having more negative effect on work performance were total family income, time together as a family, services from community resources, family schedule, division of household duties, and sense of control over life events. Again there was a commonality in the two lists, however the rank order was slightly different as shown in Tables 4 and 5.

Effect of Work on Quality of Home Life

The respondents were asked to indicate on a 7-point scale of "very satisfied" to "very dissatisfied" the level of satisfaction relative to 22 work factors. Similarly, respondents were asked to indicate on a 7-point scale of "very positive" to "very negative" the level of effect of work on quality of home life for each of the 22 factors. The responses to this portion of the questionnaire are summarized in Tables 6 and 7.

Table 6 shows that respondents were generally satisfied with their work. The mean scores of the 22 individual factors were relatively high. Likewise, when asked the question, "Overall, how satisfied are you with your work?" the respondents indicated a high level of satisfaction. The mean score of the global satisfaction question for 1,747 respondents was 5.28 on a 7-point scale with only 27.1% of the sample answering at the neutral point or below on the scale. When compared with findings reported in the previous section, one notes that the degree of work satisfaction is slightly lower than the perceived satisfaction of home and family life.

Table 6

Work Satisfaction[a]

Factor	N	Mean[b]
Friendships at work	1732	5.71
Opportunity to work independently	1719	5.70
Amount of control over how you do your job	1731	5.50
Meal and break times	1699	5.56
Variety of work tasks	1718	5.45
Amount of commuting time	1682	5.39
Number of hours worked per week	1737	5.38
Working conditions/physical environment	1730	5.36
Parking arrangements	1665	5.35
Job security	1725	5.33
Work schedule	1737	5.32
Challenge of the job	1713	5.30
Amount of energy required on job	1720	5.29
Work status	1721	5.24
Flexibility of work schedule	1657	5.21
Opportunities for advancement	1689	4.28
Salary or pay	1742	4.37
Likelihood of transfer	1355	4.66
Support of supervisor/management	1727	5.09
Work policies and regulations	1728	5.10
Fringe benefits	1692	5.16
Work expectations	1694	5.16

a Factors included in table are statistically different at < .05.
b 7-point scale

As shown in Table 7, respondents also perceived the effect of work on the quality of home life to be positive. Again, this perception is confirmed by the global question: "Overall, what effect do you think your work has on the quality of your home life?" The mean score for 1,650 respondents was 5.02 with 61.7% answering at the positive end of the 7-point scale. However, approximately one-fifth of the sample (19.3%) perceived the relationship between work and home to be more negative than positive as reflected by scores at the low end of the scale.

Respondents indicated the highest degree of satisfaction with friendships at work and opportunity to work independently. Likewise, these two factors were perceived as having the most positive effect on home and family life. Also receiving high work satisfaction scores and high scores related to the effect on home and family life were: amount of control over how you do your job, meal and break times, variety of work tasks and amount of commuting time. (See Tables 6 and 7).

There was a similar consistency at the lower ends of the work satisfaction and effect on home and family life lists. Factors perceived as being least satisfying at work and having the most negative effect on the quality of home and family life were opportunities for advancement, salary or pay, and likelihood of transfer. Also perceived as being less satisfying at work and having less positive effect on home and family life were support of supervisor/management, work policies and regulations, fringe benefits, work expectations, and amount of energy required on the job. Although there was a commonality in the two lists the rank order was slightly different as shown in Tables 6 and 7.

Table 7

Effects of Work on Quality of Home and Family Life[a]

Factor	N	Mean[b]
Opportunity to work independently	1679	5.55
Friendships at work	1705	5.54
Amount of control over how you do your job	1691	5.39
Meal and break times	1662	5.37
Variety of work tasks	1680	5.29
Amount of commuting time	1648	5.25
Working conditions/physical environment	1698	5.23
Job security	1697	5.22
Parking arrangements	1628	5.20
Challenge of the job	1674	5.18
Work status	1688	5.17
Fringe benefits	1657	5.15
Work schedule	1709	5.12
Number of hours worked per week	1711	5.11
Flexibility of work schedule	1622	5.11
Opportunities for advancement	1645	4.42
Salary or pay	1714	4.60
Likelihood of transfer	1328	4.69
Support of supervisor/management	1692	5.01
Work policies and regulations	1691	5.01

a Factors included in table are statistically different at $\leq .05$.
b 7-point scale

Significant Differences in Findings Related to Selected Demographic Variables

When the data were examined statistically using analysis of variance procedures, there were a number of significant differences in perception of home and family life satisfaction, work satisfaction, effect of home on work, and effect of work on home based on gender, ethnic group, current marital status, level of education and total family income. These differences are reported in tables found in Appendix F.

Of the selected demographic variables, ethnicity and level of education accounted for more significant differences in satisfaction scores and in effect scores than did marital status, gender and income. Significant differences at the $< .05$ level include:

*Women were less satisfied with home and family life than men.

*Widowed respondents had higher home and family life satisfaction scores than single, married, divorced or separated individuals.

*Men were generally more satisfied with work than women (exception was amount of commuting time which was scored higher by women).

*Although neither men nor women perceived it to be very difficult to combine work and home, women believed it to be somewhat more difficult.

*Highest mean scores on the work satisfaction factor, "opportunities for advancement" were recorded for individuals in the lowest income bracket. Second highest scores were for respondents with incomes of $50,000 or more.

*Overall, respondents were satisfied with their home and family and work. However, compared to Black and White respondents, Hispanics were more satisfied as indicated by overall higher mean scores. Of the three groups, Blacks were least satisfied.

It should also be noted, that although the reported scores are for factors showing significant differences in perception according to breakdown by selected demographic variable, there are few large differences in mean scores. This is in part due to the sample size.

Stressful Situations Present in Respondents' Homes

Respondents were asked to identify stressful situations in their lives by checking "yes" or "no" on a list of 11 potentially stressful situations. If they answered "yes" the individual was then asked to indicate on a 7-scale how much stress the situation caused. Table 8 shows the summary of stressful situations.

Over one-third of the sample indicated that they experienced financial problems causing stress in their lives. Of the 659 who identified this as a stressful situation, 58% found it "stressful" to "very stressful."

Twenty-nine percent of the sample had experienced a major change in work or family. And, of the 513 individuals who indicated this to be a stressor, 61% found it "stressful" to "very stressful."

Nearly one-fifth of the sample, or 341, were experiencing problems with children. Forty-six percent found this to be "stressful" to "very stressful."

TABLE 8

Stressful Situations Present in Respondents' Homes

Situation	Frequency	Percentage of Sample	LEVEL OF STRESS BY PERCENTAGE (1) not stressful	(2)	(3)	(4)	(5)	(6)	(7) very stressful
(1) Financial problems	659	37.4%	2.9%	9.7%	14.9%	15.0%	16.1%	15.5%	25.9%
(2) Major change in work or family	513	29.1	6.6	8.2	9.9	13.8	17.5	18.7	25.1
(3) Problems with children	341	19.4	7.6	11.4	13.2	22.0	15.8	11.7	18.2
(4) Recent loss of family member due to death, divorce or separation	320	18.2	8.1	8.4	9.7	15.3	12.8	17.2	28.4
(5) Frequently ill family member or members	265	15.0	8.7	8.7	15.1	22.3	15.5	15.5	14.3
(6) Seriously or chronically ill family member	212	12.0	12.3	5.7	12.3	16.5	14.6	15.1	23.6
(7) Single parenting	206	11.7	21.1	8.1	13.4	12.9	13.4	13.4	16.3
(8) Legal difficulties	152	8.6	14.5	11.2	9.2	11.2	18.4	11.2	24.3
(9) Disabled family member	115	6.5	26.1	11.3	11.3	16.5	11.3	12.2	11.3
(10) Handicapped family member	109	6.2	29.4	14.7	11.0	14.7	11.0	11.0	8.3
(11) Chronic unemployment	94	5.3	22.3	6.4	12.7	10.6	7.4	9.6	30.9
(12) Other/Misc.	205	11.6	2.4	6.3	6.8	7.8	16.1	27.8	32.7

The fourth most stressful situation present in the lives of the respondents in this study was the recent loss of family member due to death, divorce or separation. Three hundred twenty individuals identified this as being a stressful situation. Of this group 58% perceived it to be "stressful" to "very stressful."

Income Adequacy

Respondents were asked to respond to a question concerning the adequacy of their family income: "To what extent do you think your family's income is enough for you to live on?" Of the 1736 individuals who answered the question, only 204 (11.7%) indicated that they could afford about everything they wanted and still save money, while another 190 (10.9%) said that they could afford about everything they wanted (but not save money). Over half of those who participated in the study (965 individuals or 55.5%) indicated that they could afford some of the things they wanted, but not all. Slightly more than 1/5 of the sample (21.7%) answered that their family income was "not at all adequate" or that they "could meet necessities only."

Second Jobs

In an attempt to determine the number of individuals who had additional employment, respondents were asked to indicate the presence of a second job, its job title and the extent of their time commitment to the additional work. In the study 935 persons answered this question, and of that group 170, or 18.2%, acknowledged working a

second job. Within the group having the additional employment, there were individuals working in each of the six occupational clusters (professional, management, clerical, skilled manual, semi-skilled and unskilled). The largest category represented was "Skilled Manual" which accounted for 23.6% of the jobs. Jobs in this category include policemen, hair stylists, mechanics, printers and electricians. The questionnaire did not probe into reasons for working the second job.

Children and Child Care

Of the total sample, 953 had children 18 years and under living in their household. Of this group, 385 respondents indicated that members of their household received child care services during working hours. In other words, in this study two out of every five parents of children under 18 years were utilizing child care services. Further, the results indicated that the child care services were utilized primarily by parents of young children: 308 individuals (of 385) utilizing child care services had children age 0 to 5 years.

Adult Care for Family Members

Care of dependent adults can be an issue of concern to individuals with aging parents or handicapped adult family members. For the Texas employees completing the work/family questionnaire this situation was identified by a very small group. Of the 1734 who responded to the question, "Do any members of your household receive adult care services?" only 31 (less than 2%) answered in the affirmative.

Factor Analysis of Work/Family Data

Factor analysis performs the function of data reduction by grouping variables that are moderately or highly correlated with one another. According to Borg and Gall (1983), factor analysis involves a search for clusters of variables that are all correlated with each other. In this study the procedure was conducted on four sets of items: home and family life satisfaction, effect of home on work performance, work satisfaction, and effect of work on home life. In each set of items the first cluster that is identified is called the first dimension and represents the variables that are most intercorrelated with each other. The dimension (or commonly called "factor") is represented as a score, which is generated for each subject in the sample. Thus, it is possible to compute a correlation coefficient between respondents' factor score and their score on a particular variable that was entered into the factor analysis.

After the first primary factor has been identified, additional factors can be generated, depending upon how many other clusters of interrelated variables exist. In the work/family study, the sets of items factored out to three to five dimensions. The results are reported in Tables 9 to 12.

Table 9 shows the Home and Family Life Satisfaction items which factored out into five dimensions. These dimensions were labeled: sense of family, children, personal/family time, life status, and community/external support.

Table 9

Factor Analysis of Home and Family Satisfaction Items with Varimax Rotation[a]

Factor	DIMENSION				
	Sense of Family	Children	Personal/ Family Time	Life Status	Community/ External Support
Communication among family members	.80				
Family's ability to resolve conflict	.80				*[b]
Amount family members express affection	.79				*
Family "togetherness"	.78				
Overall level of satisfaction	.68		*	*	
Division of parenting responsibilities	.64	*	*		
Method of handling money	.63			*	
Sense of control over life events	.62			*	
Division of household duties	.59		*	*	
Quality of family's daily diet	.51			*	*
Family members' personal habits	.49				
Emotional support from spouse	.40	*	*		*
Children's behavior		.83			
Children's performance at school		.83			
Emotional support from children	*	.78			

Table 9 continued

Factor	DIMENSION				
	Sense of Family	Children	Personal/ Family Time	Life Status	Community External Support
Childcare arrangements		.77			
Health of family members		.47		*	*
Amount of recreation/ free time			.84		
Amount of time for self			.79		
Time together as a family	*		.73		
Family schedule			.59		*
Housing				.83	
Household equipment				.79	
Total family income			*	.62	
Personal health		*		.44	*
Emotional support from church					.71
Services from community resources					.65
Emotional support from friends	*			*	.62
Emotional support from relatives	*			*	.43

a r = > .3

b secondary loadings

Table 10

Factor Analysis of Effect of Home and Family Life on Work Performance Items with Varimax Rotation[a]

Factor	DIMENSION			
	Life Status/ Social Support	Sense of Family	Personal/ Family Time	Children
Emotional support from friends	.75	*[b]		
Household equipment	.74		*	
Housing	.71		*	
Emotional support from relatives	.67	*		
Personal health	.63			*
Total family income	.60		*	
Quality of family's daily diet	.58	*	*	
Health of family members	.54			*
Emotional support from church	.53	*		*
Method of handling money	.52	*	*	
Services from community resources	.50		*	*
Amount family members express affection	*	.81		
Communication among family members		.79	*	
Family "togetherness"		.75	*	
Family's ability to resolve conflict	*	.75	*	

Table 10 continued

Factor	DIMENSION			
	Life Status/ Social Support	Sense of Family	Personal/ Family Time	Children
Division of parenting responsibilities		.61	*	*
Division of household duties		.55	*	*
Family members personal habits	*	.54		
Sense of control over life events	*	.52	*	
Overall effect	*	.51	*	
Emotional support from spouse	*	.47	*	*
Amount of time for self		*	.81	
Amount of recreation/ free time			.81	
Time together as a family			.73	
Family schedule	*	*	.68	
Children's behavior				.83
Children's performance at school				.82
Child care arrangements				.78
Emotional support from children	*	*		.73

a r = > .3

b secondary loadings

Table 11

Factor Analysis of Work Satisfaction Items with Varimax Rotation[a]

Factor	DIMENSION		
	Professional Growth/ Social	Work Conditions	Economic
Amount of control over how you do your job	.82		
Challenge of the job	.81		
Variety of work tasks	.80		
Opportunity to work independently	.80	*[b]	
Overall satisfaction	.79		*
Work expectations	.73		*
Support of supervisor/ management	.70		*
Friendships at work	.60	*	
Work policies and regulations	.58	*	*
Working conditions/ physical environment	.56	*	*
Job security	.46	*	*
Likelihood of transfer	.44		*
Amount of commuting time	*	.72	
Number of hours worked per week		.66	*

Table 11 continued

Factor	DIMENSION		
	Professional Growth	Work Conditions	Economic
Work schedule		.64	*
Parking arrangements	*	.62	
Flexibility in work schedule		.62	*
Meal and break time	*	.59	*
Amount of energy required on the job	*	.50	*
Salary or pay			.73
Fringe benefits			.69
Opportunities for advancement			.66
Work status			.57

a r = > .3

b secondary loadings

Table 12

Factor Analysis of Effect of Work on Quality of Home and Family Items with Varimax Rotation[a]

Factor	DIMENSION		
	Professional Growth	Work Conditions/ Social	Scheduling/ Economic
Work expectations	.79	*[b]	*
Challenge of the job	.78	*	
Variety of work tasks	.77	*	
Support of supervisor/ management	.75	*	
Opportunities for advancement	.75		*
Amount of control over how you do your job	.74	*	
Overall effect	.70		*
Opportunity to work independently	.67	*	
Likelihood of transfer	.60	*	
Parking arrangements		.74	
Amount of commuting time		.72	*
Friendships at work	*	.71	
Working conditions/ physical environment	*	.71	
Meal and break time	*	.70	*

Table 12 continued

Factor	DIMENSION		
	Professional Growth	Work Conditions/ Social	Scheduling/ Economic
Work policies and regulations	*	.67	
Job security	*	.65	
Work status	*	.59	*
Fringe benefits	*	.55	*
Amount of energy required on the job	*	.52	*
Work schedule		*	.80
Flexibility in work schedule		*	.76
Number of hours worked per week		*	.74
Balance of work and family			.73
Salary or pay	*	*	.55

a r = > .3

b secondary loadings

The Effect of Home and Family Life on Work Performance items are shown in Table 10. Four clusters or dimensions were identified: life status/social support, sense of family, personal/family time, and children.

Table 11 identifies the dimensions for the Work Satisfaction items. Three clusters were factored out: professional growth/social, work conditions, and economic.

The factor analysis for The Effect of Work on Quality of Home Life items is shown in Table 12. Again, three dimensions or clusters were identified in the statistical procedure: professional growth, work conditions/social, and scheduling/economic.

Interview Data

The interview phase of the project permitted the researchers to obtain work/family interaction information in greater depth than was possible in the written questionnaire. Research has shown that under favorable conditions the interview tends to yield more complete data and also more data regarding negative aspects of self (Borg and Gall, 1983).

The mini-sample of Texas employees interviewed in the work/family project was comprised of 69 males and 91 females. Of this group 108 were married, 3 separated, 17 divorced, 2 widowed, and 29 never married. 53% (84) of the mini-sample had children under 18 years, and of this group 34 used child care facilities. An additional 30 interviewers had children over 18 years.

Of the group participating in the interviews 48 had been enrolled in vocational education programs in high school. Thirty-three had been involved in a vocational program after high school. This included 10 who had also taken vocational education in high school. Information regarding vocational education program enrollment is found in Table 13.

Of those Texas employees interviewed,36 were currently employed in a job related to vocational training received in school. Thirty-one had at some time been employed in a job related to their vocational education.

A social support system has been defined as a collection of people who help the family and/or serve as a backup in difficult times. The interviewed sample identified a variety of individuals as sources of support in times of stress. Husbands, wives, co-workers, friends and neighbors, ministers and other family members were mentioned frequently.

In work and family settings most people find that they play more than one role. Though some expectations remain stable, most roles change over time. Respondents were asked to select the roles they played at the present time. Role choices included parent, employer/employee, husband/wife, son/daughter and friend. They were also asked to choose the role they perceived as being most important and to identify the roles parents, spouse and employer would consider most important. Finally, respondents were asked to rate on 7-point scales, "How difficult is it for you to make choices between these roles?" and

Table 13

Enrollment History in Vocational Education, Programs of Interview Sample

Vocational Education Program	High School		After High School	
	Frequency[a]	Percentage	Frequency[a]	Percentage
Agriculture Education	7	14.6	0	0
Distributive Education	5	10.4	0	0
Health Occupation Education	2	4.2	2	6.1
Home Economics Education: Consumer and Homemaking	15	31.3	2	6.1
Home Economics Education: Occupational Home Economics	1	2.1	2	6.1
Industrial Arts	6	12.5	5	15.2
Office Education	13	27.1	17	52.0
Industrial Education	5	10.4	6	18.2
	N = 48		N = 33	

[a] Some respondents identified more than one course.

"How much stress does the role conflict create for you?" Of the 160 interviewees, 37 (23.6%) indicated that it was difficult or very difficult in making choices between roles while 103 (65.6%) indicated that it was not difficult. A stressful to very stressful response was indicated by 47 (30.9%) when asked the role conflict question. On the other hand, 89 (58.6%) perceived very little or no stress due to role conflict.

Many times household activities remain with one or two people when others in the family are capable of handling these tasks. This eventually causes frustration and conflict in most families, whereas successful management of household tasks leads to more successful balancing of work and family. Interviewees were asked to identify the family member who does a variety of tasks in the areas of family care, housecleaning, laundry, preparing meals, kitchen clean-up, managing finances, yardwork and car care, and house care and upkeep. A follow-up question asking overall satisfaction with the way each type of household activity or task is managed was also included. Ninety-one percent indicated that they were reasonably to very satisfied with the way household tasks were managed. However, nearly three-fourths (73%) indicated one or more changes in this area. The most frequently suggested change related to the sharing of household tasks and role. See Table 14.

Representative comments summarizing these desired changes included:

* "I wish he'd see the children as his responsibility...
  I wish he felt equally as responsible."
* "Not having to ask repeatedly for something to be done. It's hard to motivate at times."

Table 14

Desired Changes in Management of Household Tasks of Interview Sample

Change	Frequency	Percentage[a]
Management skills	15	9.7
Personal habits	5	3.2
Guilt/Personal feelings	6	3.9
Sharing of tasks/Role changes	47	30.5
Standards	8	5.2
Employ outside help	17	11.0
Residence	15	9.7
More time	7	4.5
More money	10	6.5
Other[b]	5	3.2
No change	42	27.3

N = 154

a Will not total 100% because respondents could indicate more than one desired change.

b Included:
Wish father would concern himself more with mother's needs
Wish daughter would move out of household and move on with life
Spends too much time with cars
More day care centers needed
Job

* "Wish teenagers would do it when asked the first time."
* "Maybe we should teach the children to be more responsible with their belongings, picking up, and cleaning their room."
* "It would be nice if I had household help."
* "Need more time to do personal things."
* "Picking up daily after husband and children."
* "There could be more sharing of responsibilities."

At the conclusion of the interview, respondents were asked for additional thoughts and/or comments. The following statements are typical of the work/family interface present in the homes of Texas employees participating in the interview phase of the project.

A 53-year-old college professor from Levelland believed that his wife's work affected his home life more than his work. She worked longer hours, the job was more stressful and "she seemed to bring more work problems home with her."

A 40-year-old professional woman had experienced problems in her marital relationship because she has earned more than her husband. She expressed a need for some "training" for the couple when the woman decides to go to school and/or back to work. They [dual-income couples] need some support. She told the interviewer, "Two working people [in a marriage] won't go away because of the economy. Society has placed a lot of 'us' working women out there. We've done it to ourselves, now we need to help each other."

A 45-year-old Hispanic woman living in West Texas had only a sixth grade education, but had a good job as a computer key operator. She was happy at work and believed that this made her happy "all the way

around." She has worked many years and "has learned to separate the two (work and family) by concentrating on work at work and on home at home." Although she experienced some discomfort at having no more than a 6th grade education, she was pleased with what she has been able to learn from her jobs. Her husband "is more important than anything," and she indicated that he supported her and her work. The woman summarized by saying that a "woman's success in work depends on husband's support."

A 37-year-old Disabled Veterans Outreach Program representative identified role conflict as a source of stress. "I try to leave work at work and home at home, but am emotionally tired and physically exhausted when I get home. It's hard to communicate at home." This father of one 7-year old child would like to see stress management courses offered at the workplace at low or no cost. "Stress is devastating in the workplace and manifests itself in mental and emotional imbalances and exhaustion."

Quite a different picture was painted by a 28-year-old Arlington mother of two pre-schoolers. Her husband had been attending night school which meant limited time for participation in household tasks, although she expected some changes when he finished. She was "tired of picking up daily after her husband and children." She indicated that "too many things are happening and something must give." She went on to say that it was the husband/wife relationship that was suffering. She was stimulated by her work as a staff engineer and liked herself better because she was working; however she was exhausted because of the demands of the job and the role conflict. One of the most negative effects of work on her family was when the children were unhappy in day care.

This young mother was concerned about the unequal enforcement of the pregnancy policy within the corporation for which she works. She believed that the company's viewpoint on child care is that they are not in the business of providing day care. "The corporation recently purchased an office building equipped with a day care facility and proceeded to gut it. It is now an empty basement." She went on to say that after colleagues saw her pregnant at work their attitudes changed about her. "They now see me as a working mother instead of a professional." She recalled that her supervisor complimented her male partner's work on a project while he thanked her for taking time away from her family. This occurred even though her partner also had a family and spent time away from his family.

A 30-year-old divorced mother with a 5-year-old daughter worked as a machine shop clerk. She found being a single parent demanding and noted that it was "especially hard when you're tired." Sometimes, "I'm too tired to go visit friends. I don't even want the phone to ring." The young mother also found it hard to be away from her little girl. "I wish I had more time to spend with my `baby' and watch her grow. It's hard to be away from her when they [the child] don't understand." The project interviewer also had the impression that the young woman's employers do not make balancing work and family easy. "My bosses are very strict. If you are gone a day they make you feel guilty. You feel as though your job is on the line."

The story was similar for a 31-year-old divorced mother working as a shipping clerk. This mother of a 4-year-old daughter found single parenting stressful. She sometimes had problems with overtime hours in

that "I have to get someone else to pick up my daughter because day care closes." Being away from her daughter was the least desirable aspect of working, "I miss being with my daughter so much. I feel that I'm missing out. She's learning things when I'm not around. And it's terrible when she is sick."

Similar concerns over the health of family members were expressed by a young mother who worked as an assistant to an editor. She "loves" her job, but disliked being away from her little boy. "I feel like I'm missing important moments." Although she had a healthy baby, she was worried about what to do with a sick child. She was aware of one service in the Austin area that provided care in these situations, but the cost per hour was only $1.00 under her salary and so was not practical. This concerned her greatly since deadlines have to be met on her job [journalism field]. She believed that, "It's never easy to juggle work and family and especially so when you are a single parent."

A number of interviewees indicated conflicts related to time and scheduling. Typical comments were:

"Would like shorter hours."

"Have to make a choice whether to spend time with family or spend extra hours at work."

"Husband thinks my life should revolve around his schedule."

"Job is demanding--occupies time at home."

"Second job requires too much time away from home."

"Time required at work takes away from time with family and friends."

"Employer is a workaholic and expects the same from employees."

Some of the most revealing interview data came in response to the questions related to the division of household tasks. Many female respondents indicated that they needed more "help" from their husbands and/or children, while husbands and children acknowledged that they "should do more." A number of women felt that they were conditioned to accept household jobs as "my responsibility," or that they found it easier to "just do it myself." In some households, however, responsibilities were shared more or less equally among all family members.

Vocational education has had a significant impact on the lives of many workers. The following scenarios tell the stories of participants in the work/family project. A 32-year-old black woman working as a clerk technician thanked vocational education after high school for her current job. She was separated and had custody of four minor children ages 6 to 16. Her life was stressful as indicated by financial problems, single parenting concerns and problems with the children. However, thanks to a vocational health occupations education program that equipped her for the job she took five years ago, she was "making it." "It [vocational education] was very useful...it got me here."

A 35-year-old Director of Rural Development took classes in a vocational agriculture education program in high school and believed that it had been very useful to him on his current job. It [vocational agriculture] had helped him relate to his rural clients. He would "do it again and would encourage his children to take vocational education." A 40-year-old administrative assistant credited vocational office

education with qualifying her for her first job and helping her to pay for a college education. She had been employed in several different jobs related to her vocational education.

A number of the interview participants had taken vocational home economics courses at both the secondary and post secondary levels. In general, the comments were good as illustrated by the following mini "cases studies."

"The consumer and homemaking classes that I took in high school were very useful. The cooking, sewing and entire consumer education aspect (budgeting and things like that) have been invaluable." Comment was from a single woman in her late twenties.

A young woman who had some college work in home economics education felt that her studies in child development had been especially useful in raising her three children (ages 10, 11 and 12). She'd also used her education professionally when she'd run the "Mother's Day Out" program for her church. Likewise the skills gained in home economics education classes had been helpful when she served on a day-care board.

An Hispanic mother of two took consumer and homemaking in high school and office education at San Antonio College. The high school semester courses were useful to her now as she is fulfilling her role as a single parent.

Summary

In summary, the questionnaire data suggested that the respondents in the study were quite satisfied with their home and family life as well as their jobs. In general, they perceived that the reciprocal effects between home and work were positive. The interview data indicated that Texas families were faring well in trying to balance the demands of the job with responsibilities at home. However, the interviews identified a number of areas which seem to produce stress and conflict for working families. These problem areas included handling the stress of the job, building the marital relationship, managing household tasks, finding quality day care, dealing with guilt and managing time and energy. Interviewers who had taken vocational education found it to be beneficial.

CHAPTER V

Summary and Recommendations

The complicated relationship between work and family was examined in a 1985-1986 Texas Education Agency funded study. The major purpose of the study was to determine the effect of the quality of home and family life on perceived work performance and the effect of the workplace on the quality of home and family life. The activities of the project were completed in four phases: 1) development of instruments and selection of sample; 2) survey of Texas employees in representative companies, agencies and institutions; 3) interviews of "mini-sample" of Texas employees; and 4) data analysis and interpretation of findings. This chapter summarizes the major findings of the study and gives recommendations for curricula emphases and future directions to address the findings.

Summary of Findings

Respondents indicated relatively high levels of satisfaction with their home and family life. Respondents also perceived that home and family life had a positive effect on work performance. The home and family factors perceived as most satisfying and also having the most positive effect on work performance were personal health and health of family members. Those factors seen as least satisfying and having a more negative effect on work were amount of time for self and amount of recreation/free time.

Respondents reported a generally high level of satisfaction with their work, although slightly lower than their perceived satisfaction

with home and family life. They also indicated that their work had a positive effect on home and family life. The highest levels of satisfaction were reported for friendships at work and the opportunity to work independently. These factors were also perceived as having the most positive effect on home and family life. Work factors seen as least satisfying and having the most negative effect on home and family life were opportunities for advancement, salary or pay, and likelihood of transfer.

Scores related to home and family life satisfaction, work satisfaction, effect of home and family life on work and effect of work on home and family life were examined on the basis of selected demographic variables. Ethnicity and level of education accounted for more significant differences than did marital status, gender and income.

Stressful situations identified by the largest proportion of the questionnaire sample were financial problems, major change in work or family, problems with children, and recent loss due to death, divorce or separation. These four stressful situations were also reported in the interviews.

Of the 953 respondents having children under 18 years, 40% indicated the use of child care services. Eighty percent of the children utilizing day care were five years of age or younger. Less than 2% of the respondents reported using adult care services.

The home and family life satisfaction items factored out into five dimensions or clusters: sense of family, children, personal/family time, life status, and community/external support. The effect of home and family life on work performance dimensions were identified as: life status/social support, sense of family, personal/family time and

children. Work satisfaction clusters were: professional growth/social, work conditions, and economic. Factor analysis for the effect of work on home and family life items produced three dimensions: professional growth, work conditions/social and scheduling/economic.

Interview data provided information on ways in which Texas families manage the dual roles of homemaker and wage earner. Although few indicated great difficulty in balancing work and family, they did identify problems in several areas, including handling the stress of the job, managing household tasks, finding quality day care, dealing with guilt, and managing time and energy.

Recommendations

Vocational home economics education should continue to emphasize the interrelationships between the workplace and the home in relation to essential elements in all appropriate content areas including: child development, care and guidance; consumer education; clothing and textiles; family and individual health; family living and parenthood; food and nutrition; home management; and housing, home furnishings and equipment. Work/family issues should be addressed in both consumer and homemaking classes and in occupational home economics classes.

Work and family issues should be incorporated into the State Board of Education Rules Curriculum for all vocational programs at the secondary level. All potential workers, both female and male, need to develop skills that will help them balance the responsibilities of home and family life with the multiple work roles they will assume as adults.

Curricular emphases should include:

- the changing work and family roles of men and women;
- family and individual goals and values related to work and family;
- factors which affect the interaction between work and family, including the absorptiveness of the job, scheduling conflicts, employer attitudes and expectations, the number and ages of children, the division of household responsibilities, and the health of family members;
- the effects of a person's job on personal and family relationships;
- the effects of a person's personal and family relationships on work performance and productivity;
- ways to help individuals and families manage the dual roles of homemaker and wage-earner;
- support systems which help families balance work and family responsibilities;
- employer-based benefits and services which are supportive of working families;
- alternative work schedules, including flextime, job sharing, the compressed work week, telecommuting, voluntary reduced work time, and permanent part-time employment;
- parenting education, focusing on the parenting roles of fathers, mothers and others;
- selecting quality and affordable child care services;
- after-school care for children;

- the effect of working parents on children's behavior and school performance;
- the special problems of single working parents;
- handling dual-career conflicts;
- managing change such as unemployment, job transfer or relocation, divorce or separation, and death of a family member;
- financial management;
- stress management;
- time management;
- developing interpersonal and communication skills;
- decision making;
- public policy issues related to work and family, including parental leave and child care; and
- occupational preparation and career development for females and males.

Vocational teachers should use the findings of the study in selecting sites for cooperative work experiences for students. Having a better understanding of work/family relationships will enable teachers to select locations in which the atmosphere is likely to provide students with successful work experiences. Likewise, teachers will be able to better instruct students about selecting careers that will be compatible with their personal goals and ambitions.

The special needs of disadvantaged students and those with limited English proficiency should be addressed in vocational curriculum related to work and family. In addition, all students should be educated about the special problems involved when working families must care for handicapped, disabled or elderly family members.

Vocational student organizations should be involved in programs and projects which address the work/family linkage. Examples might include programs for "latchkey" children, entrepreneurship projects, exploration of alternative work schedules available in the community, survey of child care services used by working parents, programs on time and stress management, projects for regional and state competition, and training in communication and decision making skills.

Instruction in language arts, social studies and other basic academic areas should be coordinated with vocational instruction related to work and family issues. In-service programs might be developed to provide teachers in the basic areas with information about the relationships between work and family and with suggested strategies for integrating work/family concepts into their classes. Instructional materials for the basic skills areas should be developed or revised to strengthen the interface with vocational education.

Educational programming related to work and family should involve parents, representatives of business and industry, and other resources in the community, as well as vocational teachers and other school personnel. Local advisory councils and parent-teachers groups should be called upon to assist teachers and administrators in making decisions regarding programs that will meet community needs.

In addition to secondary students, potential audiences for educational programs on work/family issues include:

- students in post-secondary and adult vocational programs,
- students in vocational teacher education programs,
- students in other secondary and elementary teacher education programs,

- vocational teacher educators,
- teacher educators in other secondary and elementary programs,
- secondary and elementary teachers and administrators,
- elementary students and preschoolers,
- early childhood educators,
- vocational education advisory councils,
- school board members,
- parents,
- community and church groups,
- employers and personnel directors, and
- employees at the work site.

The results and recommendations of the study should be disseminated widely to the business community and to professionals in education and family life. This might be done through distribution of the final report or the executive summary to appropriate individuals and agencies, including the participating companies. Presentations on the study should be made at statewide conferences such as the State Professional Improvement Conference for Vocational Home Economics Teachers and the annual meeting of the Texas Council on Family Relations. The findings of the study should also be used for professional development programs for teachers and other professionals at the regional and local levels.

Vocational home economics educators should provide leadership in developing curriculum and planning instructional programs which deal with the linkage between work and family. Home economics teachers have unique qualifications which equip them to address most of the major issues related to balancing work and family responsibilities, and to incorporate these issues in a wide variety of educational settings, both in the classroom and beyond.

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Texas Tech University

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Dear Employee:

The composition of the nation's labor force has changed dramatically. The "traditional" family with a breadwinning husband and full-time homemaker wife is not the "average" family today. Women have joined the ranks of the employed in large numbers. These changes have important implications for all of us.

Texas Tech University with funding from the Texas Education Agency is currently studying the relationship between the workplace and the home. The purpose of the study is two-fold: 1) to determine the effect a person's home and family life has on work, and 2) to determine the effects a person's work has on home and family life.

For this project to be a success your participation is vital. Whether you are male or female, married or single, have a family or live alone, we would like for you to fill out this questionnaire. ALL RESPONSES ARE CONFIDENTIAL. Use the attached envelope to return your completed questionnaire to a designated area at your workplace. Thank you for your help. We appreciate your cooperation.

Sincerely,

Ginny Felstehausen, Ph.D.
Project Director
WORK/FAMILY PROJECT

Work / Family Project

WORK, HOME, AND FAMILY QUESTIONNAIRE

DIRECTIONS: Place a check (✓) in the appropriate blank. Write a response when necessary.

1. I am:
   - _____(1) male
   - _____(2) female

2. My ethnic group is:
   - _____(1) American Indian
   - _____(2) Alaskan Native
   - _____(3) Asian
   - _____(4) Pacific Islander
   - _____(5) Black, not Hispanic
   - _____(6) Hispanic
   - _____(7) White, not Hispanic

3. My current marital status is:
   - _____(1) never married
   - _____(2) married
   - _____(3) separated
   - _____(4) divorced
   - _____(5) widowed
   - _____(6) other

4. My highest level of education is:
   - _____(1) grades 1-8
   - _____(2) grades 9-11
   - _____(3) high school diploma or GED
   - _____(4) some education or job training after high school
   - _____(5) bachelor's degree (four year college or university)
   - _____(6) graduate or professional education

5. My family's total income per year is:
   - _____(1) less than $5,000
   - _____(2) $5,000 to $7,499
   - _____(3) $7,500 to $9,999
   - _____(4) $10,000 to $14,999
   - _____(5) $15,000 to $19,999
   - _____(6) $20,000 to $24,999
   - _____(7) $25,000 to $34,999
   - _____(8) $35,000 to $49,999
   - _____(9) $50,000 or more

6. To what extent do you think your family's income is enough for you to live on?
   - _____(1) not at all adequate
   - _____(2) can meet necessities only
   - _____(3) can afford some of the things wanted but not all
   - _____(4) can afford about everything wanted
   - _____(5) can afford about everything wanted and still save money

7. What city or town do you live in or closest to? _____
   Do you live inside the city or town limits? yes _____ no _____
   In what county do you live? _____

8. Are there children 18 years and under living in your household? yes _____ no _____

9. Do any members of your household receive child care services during work hours? yes _____ no _____
   If YES, how many children in each age group receive child care services?

Number of Children	Age Group
_____	0-5 years
_____	6-12 years
_____	13-18 years

10. Do any members of your household receive adult care services? yes _____ no _____

If YES, how many members receive adult care services? _____

11. Please list all persons who live in your household. Identify as wife, husband, friend, son, daughter, mother, etc.

PERSON	RELATIONSHIP TO YOU	YEAR BORN
(1)	Self	
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
(10)		

12. Certain situations can make our lives stressful. Indicate whether the following situations are present in your home by placing a check (✓) in the YES/NO column. For items checked YES, indicate the degree of stress that the situation causes in your life by placing a check (✓) on the line.

YES	NO		Is this situation present in your life?	If YES, how much stress does it cause?
☐	☐	(1)	seriously or chronically ill family member	not stressful at all ___ : ___ : ___ : ___ : ___ : ___ : ___ very stressful
☐	☐	(2)	frequently ill family member or members	not stressful at all ___ : ___ : ___ : ___ : ___ : ___ : ___ very stressful
☐	☐	(3)	disabled family member	not stressful at all ___ : ___ : ___ : ___ : ___ : ___ : ___ very stressful
☐	☐	(4)	handicapped family member	not stressful at all ___ : ___ : ___ : ___ : ___ : ___ : ___ very stressful
☐	☐	(5)	recent loss of family member due to death, divorce, or separation	not stressful at all ___ : ___ : ___ : ___ : ___ : ___ : ___ very stressful
☐	☐	(6)	major change in work or family	not stressful at all ___ : ___ : ___ : ___ : ___ : ___ : ___ very stressful
☐	☐	(7)	single parenting	not stressful at all ___ : ___ : ___ : ___ : ___ : ___ : ___ very stressful
☐	☐	(8)	problems with children	not stressful at all ___ : ___ : ___ : ___ : ___ : ___ : ___ very stressful
☐	☐	(9)	legal difficulties	not stressful at all ___ : ___ : ___ : ___ : ___ : ___ : ___ very stressful

YES	NO		Is this situation persent in your life?	If YES, how much stress does it cause?
☐	☐	(10)	chronic unemployment	not stressful at all ___ : ___ : ___ : ___ : ___ : ___ : ___ very stressful
☐	☐	(11)	financial problems	not stressful at all ___ : ___ : ___ : ___ : ___ : ___ : ___ very stressful
		(12)	other(s). Please list:	
☐	☐		_____	not stressful at all ___ : ___ : ___ : ___ : ___ : ___ : ___ very stressful
☐	☐		_____	not stressful at all ___ : ___ : ___ : ___ : ___ : ___ : ___ very stressful

13. If you answered **YES** to one or more items in Question 12 please answer the following:

Overall, how stressful is your home life because of the situation(s)? not stressful at all ___ : ___ : ___ : ___ : ___ : ___ : ___ very stressful

14. Please complete the following information about both main job and second job (if any) for each employed person living in your home.

PERSON	MAIN JOB				SECOND JOB			
Relationship to you	Job title (Be specific)	Number of days worked per week	Number of hours worked per week	Starting time & ending time of work day* (Write & circle)	Works second job? (Circle)	If yes, Job title (Be specific)	Number of days worked per week	Number of hours worked per week
Self	_____	___days	___hrs.	___am ___pm to ___am ___pm	yes no	_____	___days	___hrs.
_____	_____	___days	___hrs.	___am ___pm to ___am ___pm	yes no	_____	___days	___hrs.
_____	_____	___days	___hrs.	___am ___pm to ___am ___pm	yes no	_____	___days	___hrs.
_____	_____	___days	___hrs.	___am ___pm to ___am ___pm	yes no	_____	___days	___hrs.
_____	_____	___days	___hrs.	___am ___pm to ___am ___pm	yes no	_____	___days	___hrs.
_____	_____	___days	___hrs.	___am ___pm to ___am ___pm	yes no	_____	___days	___hrs.

*Examples: 8 am to 5 pm, 11 pm to 7 am, or varies

DIRECTIONS: Respond to each home and family factor that applies to you by placing a check mark (✓) on the appropriate line below each question: (1) How satisfied are you with your home life? and (2) What effect do you think it has on your work performance? ANSWER BOTH QUESTIONS.

If the home and family factor does NOT apply to you, place a check mark (✓) ONLY in the Not Applicable Column.

EXAMPLE:

HOME & FAMILY FACTORS	Not Applicable	Question 1: How satisfied are you with your home life?	Question 2: What effect do you think it has on your work performance?
Amount of time for self	____	very satisfied __ : __ : __ : __ : __ : ✓ : __ dissatisfied	very positive __ : __ : __ : __ : __ : ✓ : __ negative

HOME & FAMILY FACTORS	Not Applicable	Question 1: How satisfied are you with your home life?	Question 2: What effect do you think it has on your work performance?
total family income	____	very satisfied __ : __ : __ : __ : __ : __ : __ dissatisfied	very positive __ : __ : __ : __ : __ : __ : __ negative
housing	____	very satisfied __ : __ : __ : __ : __ : __ : __ dissatisfied	very positive __ : __ : __ : __ : __ : __ : __ negative
household equipment	____	very satisfied __ : __ : __ : __ : __ : __ : __ dissatisfied	very positive __ : __ : __ : __ : __ : __ : __ negative
health of family members	____	very satisfied __ : __ : __ : __ : __ : __ : __ dissatisfied	very positive __ : __ : __ : __ : __ : __ : __ negative
personal health	____	very satisfied __ : __ : __ : __ : __ : __ : __ dissatisfied	very positive __ : __ : __ : __ : __ : __ : __ negative
emotional support from spouse	____	very satisfied __ : __ : __ : __ : __ : __ : __ dissatisfied	very positive __ : __ : __ : __ : __ : __ : __ negative
emotional support from children	____	very satisfied __ : __ : __ : __ : __ : __ : __ dissatisfied	very positive __ : __ : __ : __ : __ : __ : __ negative
emotional support from relatives	____	very satisfied __ : __ : __ : __ : __ : __ : __ dissatisfied	very positive __ : __ : __ : __ : __ : __ : __ negative
emotional support from friends	____	very satisfied __ : __ : __ : __ : __ : __ : __ dissatisfied	very positive __ : __ : __ : __ : __ : __ : __ negative
emotional support from church	____	very satisfied __ : __ : __ : __ : __ : __ : __ dissatisfied	very positive __ : __ : __ : __ : __ : __ : __ negative
services from community resources	____	very satisfied __ : __ : __ : __ : __ : __ : __ dissatisfied	very positive __ : __ : __ : __ : __ : __ : __ negative
child care arrangements	____	very satisfied __ : __ : __ : __ : __ : __ : __ dissatisfied	very positive __ : __ : __ : __ : __ : __ : __ negative
children's behavior	____	very satisfied __ : __ : __ : __ : __ : __ : __ dissatisfied	very positive __ : __ : __ : __ : __ : __ : __ negative
children's school performance	____	very satisfied __ : __ : __ : __ : __ : __ : __ dissatisfied	very positive __ : __ : __ : __ : __ : __ : __ negative
family schedule	____	very satisfied __ : __ : __ : __ : __ : __ : __ dissatisfied	very positive __ : __ : __ : __ : __ : __ : __ negative

HOME & FAMILY FACTORS	Not Applicable	Question 1: How satisfied are you with your home life?	Question 2: What effect do you think it has on your work performance?
time together as a family	____	very satisfied __ : __ : __ : __ : __ : __ : __ very dissatisfied	very positive __ : __ : __ : __ : __ : __ : __ very negative
amount of recreation/ free time	____	very satisfied __ : __ : __ : __ : __ : __ : __ very dissatisfied	very positive __ : __ : __ : __ : __ : __ : __ very negative
amount of time for self	____	very satisfied __ : __ : __ : __ : __ : __ : __ very dissatisfied	very positive __ : __ : __ : __ : __ : __ : __ very negative
division of household duties (home maintenance/housekeeping)	____	very satisfied __ : __ : __ : __ : __ : __ : __ very dissatisfied	very positive __ : __ : __ : __ : __ : __ : __ very negative
division of parenting responsibilities	____	very satisfied __ : __ : __ : __ : __ : __ : __ very dissatisfied	very positive __ : __ : __ : __ : __ : __ : __ very negative
communication among family members	____	very satisfied __ : __ : __ : __ : __ : __ : __ very dissatisfied	very positive __ : __ : __ : __ : __ : __ : __ very negative
family's ability to resolve conflict	____	very satisfied __ : __ : __ : __ : __ : __ : __ very dissatisfied	very positive __ : __ : __ : __ : __ : __ : __ very negative
family "togetherness"	____	very satisfied __ : __ : __ : __ : __ : __ : __ very dissatisfied	very positive __ : __ : __ : __ : __ : __ : __ very negative
amount family members express affection	____	very satisfied __ : __ : __ : __ : __ : __ : __ very dissatisfied	very positive __ : __ : __ : __ : __ : __ : __ very negative
sense of control over life events	____	very satisfied __ : __ : __ : __ : __ : __ : __ very dissatisfied	very positive __ : __ : __ : __ : __ : __ : __ very negative
family members' personal habits (smoking, drinking, drug use, etc.)	____	very satisfied __ : __ : __ : __ : __ : __ : __ very dissatisfied	very positive __ : __ : __ : __ : __ : __ : __ very negative
quality of family's daily diet	____	very satisfied __ : __ : __ : __ : __ : __ : __ very dissatisfied	very positive __ : __ : __ : __ : __ : __ : __ very negative
method of handling money	____	very satisfied __ : __ : __ : __ : __ : __ : __ very dissatisfied	very positive __ : __ : __ : __ : __ : __ : __ very negative

Overall, how satisfied are you with your home life?

very satisfied __ : __ : __ : __ : __ : __ : __ very dissatisfied

Overall, what effect do you think your home life has on your work performance?

very positive __ : __ : __ : __ : __ : __ : __ very negative

DIRECTIONS: Respond to each work factor that applies to you by placing a check mark (✓) on the appropriate line below each question: (1) How satisfied are you with your work? and (2) What effect do you think it has on the quality of your home life? ANSWER BOTH QUESTIONS.

If the work factor does NOT apply to you, place a check mark (✓) ONLY in the Not Applicable Column.

EXAMPLE:

WORK FACTORS	Not Applicable	Question 1: How satisfied are you with your work?	Question 2: What effect do you think it has on the quality of your home life?
challenge of the job	____	very satisfied ___ : ___ : ✓ : ___ : ___ : ___ : ___ dissatisfied	very positive ___ : ___ : ___ : ___ : ___ : ✓ : ___ negative

WORK FACTORS	Not Applicable	Question 1: How satisfied are you with your work?	Question 2: What effect do you think it has on the quality of your home life?
salary or pay	____	very satisfied ___ : ___ : ___ : ___ : ___ : ___ : ___ dissatisfied	very positive ___ : ___ : ___ : ___ : ___ : ___ : ___ negative
number of hours worked per week	____	very satisfied ___ : ___ : ___ : ___ : ___ : ___ : ___ dissatisfied	very positive ___ : ___ : ___ : ___ : ___ : ___ : ___ negative
work schedule	____	very satisfied ___ : ___ : ___ : ___ : ___ : ___ : ___ dissatisfied	very positive ___ : ___ : ___ : ___ : ___ : ___ : ___ negative
flexibility of work schedule	____	very satisfied ___ : ___ : ___ : ___ : ___ : ___ : ___ dissatisfied	very positive ___ : ___ : ___ : ___ : ___ : ___ : ___ negative
fringe benefits	____	very satisfied ___ : ___ : ___ : ___ : ___ : ___ : ___ dissatisfied	very positive ___ : ___ : ___ : ___ : ___ : ___ : ___ negative
working conditions/ physical environment	____	very satisfied ___ : ___ : ___ : ___ : ___ : ___ : ___ dissatisfied	very positive ___ : ___ : ___ : ___ : ___ : ___ : ___ negative
job security	____	very satisfied ___ : ___ : ___ : ___ : ___ : ___ : ___ dissatisfied	very positive ___ : ___ : ___ : ___ : ___ : ___ : ___ negative
work policies and regulations	____	very satisfied ___ : ___ : ___ : ___ : ___ : ___ : ___ dissatisfied	very positive ___ : ___ : ___ : ___ : ___ : ___ : ___ negative
meal and break times	____	very satisfied ___ : ___ : ___ : ___ : ___ : ___ : ___ dissatisfied	very positive ___ : ___ : ___ : ___ : ___ : ___ : ___ negative
parking arrangements	____	very satisfied ___ : ___ : ___ : ___ : ___ : ___ : ___ dissatisfied	very positive ___ : ___ : ___ : ___ : ___ : ___ : ___ negative
amount of commuting time	____	very satisfied ___ : ___ : ___ : ___ : ___ : ___ : ___ dissatisfied	very positive ___ : ___ : ___ : ___ : ___ : ___ : ___ negative
work status	____	very satisfied ___ : ___ : ___ : ___ : ___ : ___ : ___ dissatisfied	very positive ___ : ___ : ___ : ___ : ___ : ___ : ___ negative
amount of energy required on the job	____	very satisfied ___ : ___ : ___ : ___ : ___ : ___ : ___ dissatisfied	very positive ___ : ___ : ___ : ___ : ___ : ___ : ___ negative
friendships at work	____	very satisfied ___ : ___ : ___ : ___ : ___ : ___ : ___ dissatisfied	very positive ___ : ___ : ___ : ___ : ___ : ___ : ___ negative

WORK FACTORS	Not Applicable	Question 1: How satisfied are you with your work?	Question 2: What effect do you think it has on the quality of your home life?
support of supervisor/management	____	very satisfied __ : __ : __ : __ : __ : __ : __ very dissatisfied	very positive __ : __ : __ : __ : __ : __ : __ very negative
opportunity to work independently	____	very satisfied __ : __ : __ : __ : __ : __ : __ very dissatisfied	very positive __ : __ : __ : __ : __ : __ : __ very negative
amount of control over how you do your job	____	very satisfied __ : __ : __ : __ : __ : __ : __ very dissatisfied	very positive __ : __ : __ : __ : __ : __ : __ very negative
variety of work tasks	____	very satisfied __ : __ : __ : __ : __ : __ : __ very dissatisfied	very positive __ : __ : __ : __ : __ : __ : __ very negative
opportunities for advancement	____	very satisfied __ : __ : __ : __ : __ : __ : __ very dissatisfied	very positive __ : __ : __ : __ : __ : __ : __ very negative
challenge of the job	____	very satisfied __ : __ : __ : __ : __ : __ : __ very dissatisfied	very positive __ : __ : __ : __ : __ : __ : __ very negative
likelihood of transfer	____	very satisfied __ : __ : __ : __ : __ : __ : __ very dissatisfied	very positive __ : __ : __ : __ : __ : __ : __ very negative
work expectations	____	very satisfied __ : __ : __ : __ : __ : __ : __ very dissatisfied	very positive __ : __ : __ : __ : __ : __ : __ very negative

Overall, how satisfied are you with your work?

very satisfied __ : __ : __ : __ : __ : __ : __ very dissatisfied

Overall, what effect do you think your work has on the quality of your home life?

very positive __ : __ : __ : __ : __ : __ : __ very negative

How difficult is it for you to combine work and family responsibilities?

not difficult at all __ : __ : __ : __ : __ : __ : __ very difficult

Some of the people completing this survey will be selected for interviews. If you would be willing to be interviewed please complete the information below:

Name _____

Address _____

_____

Phone number where we can contact you: ( ) _____ Day

( ) _____ Evening

Interviewer_____
Date of interview_____
Starting time_____
Ending time_____

A Study to Determine the Relationship between
the Workplace and the Home
1985-1986

Work/Family Project
Home Economics Education
Texas Tech University
Lubbock, Texas 79409

Name of respondent:_____

Address:_____

_____

Telephone: ( )_____

Is respondent English proficient?_____

Consent Form

Date:_____

I voluntarily agree to participate in the project entitled, "A Study to Determine the Relationship between the Workplace and the Home", directed by Dr. Ginny Felstehausen, Texas Tech University, (806) 742-3156. The objectives of the study are: 1) to determine the effect a person's home and family life has on work, and 2) to determine the effect a person's work has on home and family life.

Her authorized representative has: 1) explained the procedures to be followed; 2) described the benefits and risks to be expected; and 3) described appropriate alternative procedures. The interviewer has informed me that I may contact the Texas Tech University Institutional Review Board for the Protection of Human Subjects by writing them in care of the Office of Research Services, Texas Tech University, Lubbock, Texas, or by calling (806) 742-3884.

If this research project causes any physical injury to participants in this project, treatment is not necessarily available at Texas Tech University or the Student Health Center, nor is there necessarily any insurance carried by the University or its personnel applicable to cover any such injury. Financial compensation for any such injury must be provided through the participant's own insurance program. Further information about these matters may be obtained at the Office of Research Services.

I understand that I may discontinue this study at any time I choose without penalty.

Respondent's Signature_____

Interviewer's Signature_____

CONSENT TO BE TAPE RECORDED

Date_____

I voluntarily agree to participate in the research project undertaken by Dr. Ginny Felstehausen and agree to be tape recorded for these research purposes. I understand that these tapes are to be used for research on work and family life.

Upon written notice, I may have any or all tape recordings erased and/or may restrict their use. I understand that these tapes will be kept confidential and will not be shared with others beyond the uses required by the research. Any other uses of these tapes will be forbidden unless specific written permission is received from me.

Respondent's Signature_____

Interviewer's Signature_____

Project Director's Signature Ginny Felstehausen

INTERVIEWER: Please read the following introduction.

We will be asking you about how your work affects your home life. We will also be talking about how your life at home affects your job. This information will help administrators make recommendations for vocational education programs in this state and will help employers better meet the needs of their employees.

Please keep in mind that your answers will be kept in the strictest confidence. Therefore, answer all questions as fully and honestly as you can. Please feel free to express your opinions. For most of these questions, there are no right or wrong answers.

Do you have any questions before we begin?

Let's begin with some basic background questions.

---

1. What is your marital status?
   ___(1) never married {GO TO Question 4}
   ___(2) married
   ___(3) separated { GO TO Question 4}
   ___(4) divorced {GO TO Question 4}
   ___(5) widowed {GO TO Question 4}
   ___(6) other:_____ {GO TO Question 4}

2. How long have you been married?_____

3. How many years of schooling has your spouse had?_____

4. Do you have children?_____yes _____no {IF NO, GO TO Question 11}

5. What are their ages?_____
   {IF CHILDREN ARE OVER 18 YEARS, GO TO # 11}

6. Do you use child care services?_____yes _____no
{IF NO and children are 5-18, GO TO Question 8.
IF NO and children are younger than 5, GO TO Question 11.}

7. What type of care do you use for your (identify age of child) year-old? {RECORD THE AGES OF THE CHILDREN FROM QUESTION 5. REPEAT QUESTION FOR EACH CHILD UNDER 18 YEARS. CHECK CATEGORY THAT BEST DESCRIBES TYPE OF CARE USED.}

	Child Age____	Child Age____	Child Age____	Child Age____
A. Child cared for in home:				
by family member	____	____	____	____
by other relative	____	____	____	____
by other person	____	____	____	____
B. Child cared for outside of home:				
by family day care	____	____	____	____
by day care center	____	____	____	____
by other person in their home	____	____	____	____
Before or after school care program				
IF YES: Where?_____	____	____	____	____
IF CATEGORY B IS CHECKED: Is it licensed care? {INDICATE YES OR NO} _____yes _____no	____	____	____	____
C. Child cares for self	____	____	____	____
D. Other_____	____	____	____	____
_____	____	____	____	____
_____	____	____	____	____
_____	____	____	____	____

{FOR RESPONDENTS WITH CHILDREN AGES 5-18, CHECK APPROPRIATE COLUMN AND INCLUDE COMMENTS.}

8. Does your job make it hard for you to:	Yes	Sometimes	No	N/A
a. attend school meetings (for example: PTA)? _____ _____	—	—	—	—
b. participate in special school programs (when children are involved)? _____ _____	—	—	—	—
c. participate in parent/teacher conference? _____ _____	—	—	—	—
d. participate in school policy-making (for example: school board meetings)? _____ _____	—	—	—	—
e. provide child(ren)'s lunch? _____ _____	—	—	—	—
f. shop for school supplies (if needed)? _____ _____ _____	—	—	—	—
g. help with child(ren)'s homework or special projects? _____ _____	—	—	—	—
h. be at home with the child(ren) when you would like to be? _____ _____	—	—	—	—

9. Does your job make it hard for you to do any other activities related to your child(ren)'s education?_____yes _____no If yes, how or in what ways?_____

_____

10. What would make it easier for you to do some of these things?_____

_____

11. How long have you lived at your current address?_____

12. What is your date of birth?_____

13. Were you born in this country? _____yes _____no (IF USA, GO TO Question 15)

14. Where were you born?_____

15. Were your parents born in this country? _____yes _____no (IF YES, GO TO Question 17)

16. In what country were your parents born? Mother_____Father_____

17. Were your grandparents born in this country? ____yes ____no (IF YES, GO TO Question 19)

18. In what country were your grandparents born?

Maternal grandmother_____

Maternal grandfather_____

Paternal grandmother_____

Paternal grandfather_____

19. Did you attend grades 1-12 in Texas?_____(IF YES, GO TO Question 21)

20. Did you attend grades 1-12 in the United States? _____yes _____no

21. Were you enrolled in a vocational education program in high school? _____yes _____no
If yes, which program were you enrolled in:

_____Agriculture Education
_____Distributive Education
_____Health Occupation Education
_____Home Economics Education--Consumer and Homemaking
_____Home Economics Education--Occupational Home Economics
_____Industrial Arts
_____Office Education
_____Industrial Education

Were you involved in a vocational program after high shcool? _____yes _____no
If yes, which program were you enrolled in:

_____Agriculture Education
_____Distributive Education
_____Health Occupation Education
_____Home Economics Education--Consumer and Homemaking
_____Home Economics Education--Occupational Home Economics
_____Industrial Arts
_____Office Education
_____Industrial Education

(IF RESPONSES ARE BOTH NO, GO TO Question 25)

22. How useful was (were) the program(s) to you? (Include information for programs other than home economics education. See Question 24 for home economics education data.)

_____

_____

23. Are you currently employed in a job related to your vocational training in school?
_____yes _____no

Have you ever been employed in a job related to your vocational training in school?
_____yes _____no

(If vocational program other than home economics was selected, GO TO Question 25.)

24. In either your personal life or in your employment, have you utilized skills gained in your vocational home economics education classes? _____yes _____no

If yes, in what ways?_____

_____

_____

Now I would like to ask you some questions about your job.

---

25. What is your job title?_____

26. How long have you been employed in your current job?_____

27. Have you worked at other jobs during the last 5-10 years? ___yes ___no (IF NO, GO TO Question 29)

28. What were they?_____

_____

_____

29. What (is/was) your mother's occupation? (INCLUDE HOMEMAKING AS AN OCCUPATION)

_____

30. What (is/was) your father's occupation?_____

_____

31. Do you have any problems concerning the hours you work, your work schedule, or overtime? _____yes _____no (IF NO, GO TO Question 34)

32. What are the problems?_____

_____

_____

Which problem is the most serious?_____

_____

_____

33. To what extent do these problems affect your home and family life? (SHOW WHITE CARD WITH 7-POINT SCALE) Number on scale:_____

Comments:_____

_____

_____

Now I'm going to ask you some questions about your life away from work.

---

34. Family members, friends, neighbors, and/or co-workers are often sources of support in times of stress. We are interested in knowing something about the people you know. Take a few moments to think of 5 important people in your life. The people you identify must meet the following requirements: 1) you know the person by name; 2) you know the individual personally; 3) you like this person, and 4) you see this person at least once a year.

Please identify each person's relationship to you and tell me what kinds of support they give you.

Person 1: Relationship _____

Kinds of support _____

_____

_____

_____

For Coding:
M AF O AC
G I E C
Other _____

Person 2: Relationship _____

Kinds of support _____

_____

_____

_____

For Coding:
M AF O AC
G I E C
Other _____

Person 3: Relationship _____

Kinds of support _____

_____

_____

_____

For Coding:
M AF O AC
G I E C
Other _____

Person 4: Relationship _____

Kinds of support _____

_____

_____

_____

For Coding:
M AF O AC
G I E C
Other _____

Person 5: Relationship _____

Kinds of support _____

_____

_____

_____

For Coding:
M AF O AC
G I E C
Other _____

You have probably been thinking of other sources of support besides those individuals you listed. If you have others, who or what are they and how do they help you? _____

_____

_____

_____

_____

PROBE: What about your church or synagogue group, your spiritual faith, community or neighborhood groups, professional or service providers, special groups you belong to, or reading books, newspapers or watching TV?

_____

_____

_____

_____

Sometimes we have problems or difficult decisions to make. Think of a situation within the past year that happened to you that was work-family related. Would you briefly describe that situation?

_____

_____

_____

_____

What are the things you've done to deal with this situation?

_____

_____

_____

_____

PROBE: Did you use any of those sources of support you indicated earlier? If yes, how?

_____

_____

_____

_____

Is this situation resolved at the present time?_____yes _____no

35. Most people find that they play more than one role in their lives. Select those roles that you play at the present time. (SHOW CARD IDENTIFYING ROLES). _____

_____

_____

36. What role do you think <u>your parents</u> would identify as your most important role?_____

_____

(IF RESPONDENT IS NOT MARRIED, GO TO Question 38)

37. What role do you think <u>your spouse</u> would identify as your most important role?_____

_____

_____

38. What role do you think <u>your employer</u> would identify as your most important role?_____

_____

39. If you were asked to choose, what is your most important role?_____

_____

_____

40. How difficult is it for you to make choices between these roles? {SHOW BLUE CARD WITH 7-POINT SCALE} Number on scale:_____

Comments:_____

_____

41. How much stress does this conflict create for you? {SHOW PINK CARD WITH 7-POINT SCALE} Number on scale:_____

Comments:_____

_____

_____

Now I am going to read you a list of tasks that are frequently done by family members. After I identify a task, please tell me who does the task most of the time. I'd like to start by asking you how your family manages tasks related to FAMILY CARE. Please tell me who manages the following tasks most of the time in your home.

{USE THE FOLLOWING CODE: R=RESPONDENT, H=HUSBAND, W=WIFE, S=SON, D=DAUGHTER, P=PARENT, O=OTHER FAMILY MEMBER, F=FRIEND, HH=HIRED HELP, SR=SHARED RESPONSIBILITY}

Who:	N/A	Who does the job most of the time?
42. buys your clothes?	___	_____
43. buys clothes for other family members?	___	_____
44. makes dental and doctor appointments?	___	_____
45. takes children to the dentist or doctor?	___	_____
46. takes children to social functions?	___	_____
47. cares for your sick children?	___	_____
48. takes care of preschool children?	___	_____
49. teaches, helps and disciplines: girls, age 6-18	___	_____
boys, age 6-18	___	_____
50. arranges for child care during working hours?	___	_____
51. organizes family recreation and entertainment?	___	_____
52. Keeps in touch with relatives and good friends?	___	_____
53. attends child(ren)'s functions?	___	_____
54. cares for family pets?	___	_____

55. Overall, how satisfied are you with the way FAMILY CARE tasks are managed in your home? {SHOW YELLOW CARD WITH 7-POINT SCALE} Number on scale: _____

Comments: _____

_____

_____

Next, I'd like to talk about HOUSECLEANING tasks. Again tell me who in your family manages the following tasks most of the time.

Who:	N/A	Who does the job most of the time?
56. cleans the bathroom?	___	_____
57. sweeps or vacuums the floors?	___	_____
58. washes floors?	___	_____
59. dusts furniture?	___	_____
60. changes the beds?	___	_____
61. makes the beds?	___	_____
62. cares for indoor plants?	___	_____
63. empties the garbage?	___	_____
64. washes windows and drapes or curtains?	___	_____
65. clean garage or carport?	___	_____
66. cleans the refrigerator and stove?	___	_____
67. shampoos the rugs and upholstered furniture?	___	_____
68. waxes or polishes floors?	___	_____

69. Overall, how satisfied are you with the way HOUSECLEANING tasks are managed in your family? {SHOW YELLOW CARD WITH 7-POINT SCALE} Number on scale:_____

Comments:_____

_____

_____

Now, let's talk about the nitty-gritty of doing LAUNDRY, PREPARING MEALS, and KITCHEN CLEAN-UP. Who does each of the following most of the time?

Who:	N/A	Who does the job most of the time?
70. washes clothes?	___	_____
71. puts clean clothes away?	___	_____
72. irons or presses clothes?	___	_____
73. takes clothes to the laundry or dry cleaners?	___	_____

74. Overall, how satisfied are you with the way LAUNDRY tasks are managed in your family? {SHOW YELLOW CARD WITH 7-POINT SCALE} Number on scale:_____

Comments:_____

_____

_____

What about preparing meals?

Who:	N/A	Who does the job most of the time?
75. plans meals?	___	_____
76. prepares meals?	___	_____
77. shops for food?	___	_____

78. Overall, how satisfied are you with the way tasks related to PREPARING MEALS are managed in your family? {SHOW YELLOW CARD WITH 7-POINT SCALE} Number on scale:_____

Comments:_____

_____

_____

What about kitchen clean-up?

	N/A	Who does the job most of the time?
Who:		
79. puts the dishes in dishwasher or washes dishes?	___	_____
80. empties the dishwasher or dries dishes and puts them away?	___	_____
81. cleans the stove, counters and table?	___	_____

82. Overall, how satisfied are you with the way KITCHEN CLEAN-UP is managed? {SHOW YELLOW CARD WITH 7-POINT SCALE} Number on scale:_____

Comments:_____

_____

_____

Taking care of the family's finances, doing yardwork and maintaining the car and house are important chores. Who in your family manages these responsibilities? Take, for example, the checkbook,

---

	N/A	Who does the job most of the time?
Who:		
83. balances the checkbook?	___	_____
84. pays the bills?	___	_____
85. prepares the income tax forms?	___	_____
86. makes major financial decisions (for example: who buys insurance, selects financial investments?)	___	_____
87. makes major purchasing decisions (for example: who buys a house, car or major appliance?)	___	_____

88. Overall, now satisfied are you with the way FAMILY FINANCES are managed? (SHOW YELLOW CARD WITH 7-POINT SCALE) Number on scale:_____

Comments:_____

_____

_____

Now, let's take YARD WORK

Who:	N/A	Who does the job most of the time?
89. mows the lawn?	___	_____
90. trims and/or edges the lawn or bushes?	___	_____
91. plants and tends the gardens?	___	_____

92. Overall, how satisfied are you with the way the YARD WORK is managed? (SHOW YELLOW CARD WITH 7-POINT SCALE) Number on scale:_____

Comments:_____

_____

_____

What about car care?

Who:	N/A	Who does the job most of the time?
93. checks car and adds gas, oil, water, and battery fluid?	___	_____
94. decides when the car needs servicing and takes it to a garage?	___	_____
95. performs routine car servicing (for example: changes the oil, and antifreeze)?	___	_____

96. buys and changes the tires or takes the car to garage to have tires changed? ___ _____

97. washes the car? ___ _____

98. Overall, how satisfied are you with the way the CAR CARE is managed? (SHOW YELLOW CARD WITH 7-POINT SCALE) Number on scale: _____

Comments: _____

_____

_____

Let's talk about HOUSE CARE AND UPKEEP

	N/A	Who does the job most of the time?
Who:		
99. paints indoors?	___	_____
100. paints outdoors?	___	_____
101. maintains the house exterior?	___	_____
102. performs household repairs?	___	_____
103. does minor household remodeling?	___	_____
104. puts on storm windows and/or screens?	___	_____

105. Overall, how satisfied are you with the way the HOUSE CARE AND UPKEEP is managed? (SHOW YELLOW CARD WITH 7-POINT SCALE) Number on scale: _____

Comments: _____

_____

_____

106. In summary, in general how satisfied are you with the way household tasks are managed? (SHOW YELLOW CARD WITH 7-POINT SCALE) Number on scale: _____

Comments: _____

_____

_____

107. What things do you wish could be changed? _____

_____

_____

Now I'd like to ask you some additional questions about your work.

---

108. Why do you work outside the home? _____

_____

109. What are the ways your working affects your relationship with the following people? (Be specific, for example, your working may reduce the amount of time you have with your spouse and/or children or if it may provide more money to spend on the things you want.)

How does your working affect your relationship with:

a) your spouse? _____

_____

b) your children? _____

_____

c) your relatives? _____

_____

d) your friends? _____

_____

110. What do you like <u>most</u> about working? _____

_____

111. What do you like <u>least</u> about working? _____

_____

Now I'd like to ask you some questions to summarize what we've been talking about today.

112. Of all the things we've talked about, what do you think is most important to have in a satisfying home and family life?_____

_____

_____

113. What is it about your home and family life that most positively affects your work?_____

_____

_____

114. What is it about your home and family life that most negatively affects your work?_____

_____

_____

115. Now, let's talk about your job. What is it about your work that most positively affects your home and family life?_____

_____

_____

116. What is it about your work that most negatively affects your home and family life?_____

_____

_____

117. If something could be done to improve the relationship between your work and family life, what would you do? _____

_____

_____

118. What would you like your employer to do? {SHOW LIST OF POSSIBLE OPTIONS}_____

_____

_____

119. Please tell me whether or not your employer provides the following? (SHOW LIST OF EMPLOYER-SPONSORED BENEFITS AND SERVICES)_____

_____

_____

120. Perhaps there is something you'd like to share with me or add to this interview; something I haven't asked or something you've just remembered? _____

_____

_____

Thank you for your assistance. We greatly appreciate having the opportunity to talk with you.